

CHILD STUDY

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HEADLINES



That certain problems of parenthood are indeed perennial was proved by the success of the annual Child Study Association Conference held on March 7 at the Hotel Roosevelt in New York. Under the general heading "Perennial Concerns of Parents," a group of eminent authorities discussed, from a present-day point of view, the age-old problems of discipline, of character development and of sex education, before a large and interested audience. Twelve hundred men and women attended the sessions, traveling to New York for the occasion from twenty different states. Many hundreds of parents took part, but the larger proportion of listeners came from professional groups concerned with parent education. Special workshops for professional workers, held on the following day in cooperation with the National Committee for Parent Education, drew participants from many fields.

Believing that our readers who could not attend the Conference will welcome the opportunity to share the many stimulating ideas presented and that members who heard the speakers will wish to read these contributions in more permanent form, we are printing in this issue the Conference papers on discipline and character development. The next number of CHILD STUDY will present the Conference material on "Sex Education—A Critical Evaluation."



Flexible Parenthood

Helping parents with their "perennial concerns" is no easy matter. All of us, to greater or less extent, crave definite rules for living and an assurance that if we follow them faithfully we will surely find salvation. With child rearing as with religion, the same need appears; there is much eager grabbing for the latest contributions from authoritative sources in the hope of a formula that will promise results. Parents feel let down when it turns out that they are offered not formulas, not guarantees, but only sign-posts that point directions; or illuminations which are helpful only when sifted and applied to a particular child in a particular situation.

A generation ago conscientious parents worshipped the great god routine. Children were to be saved by early training, fixed schedules, the inculcation of "right habits of thought." Those who took it with a grain of salt and more than a grain of common sense often had happy homes and well-adjusted children anyway, despite lip service to these now rejected doctrines, because underlying relationships were happy ones. Now we are seeing much the same thing in reverse. Today's parents are again demonstrating that it is not so much the system or the technique that counts, but the spirit and good sense with which the mother applies them. In the name of self-demand feeding, postponement of toilet training and much more permissive attitudes in general, today's parents are often just as doctrinaire as their own parents, and get into the same amount of trouble. Along with the newer trends, it is important always to remember that when there are *no* limits imposed on a child's every whim and impulse, he becomes as confused and as guilt-burdened as his more strictly reared predecessors. Rigid parents by any other name are still rigid parents—and their children will suffer whether they are rigid in the name of fixed feeding schedules, "crying it out," early habit training and Dr. Holt, or in the name of breast-feeding, the rooming-in system and Dr. Spock.

The problem we must all face is how parents who are by nature anxious or rigid can acquire greater ease and flexibility, accepting their children's needs for both dependence and independence, for both freedom and control, and learn to respond adequately. Certainly ease and good sense with children are never to be won simply by resolutions or by listening to precepts. They come—*when* they come—through personal growth; this results only when new inner forces are stirred and put into action. As with all education, much time will be required—time and an atmosphere favorable to growth and change.

THE EDITORS

Permissiveness in the Early Years

MILTON J. E. SENN, M.D.

Noted authority on child care and child psychology, DR. MILTON J. E. SENN is Director of the Child Study Center at Yale University. He is Sterling Professor of Pediatrics and Psychiatry at the Yale University School of Medicine.

THE problem of discipline is one of the perennial concerns of parents and of all professional persons working with children. It is not so much the use of discipline in the occasional moments of "misbehavior" which concerns them as the broader long-term question of how discipline should be used to promote the optimum development of each child.

If we confine our discussion to child care which, although administered through physical management, contributes to personality development quite as much as to physical growth, discipline is seen first as something reaching the infant from the external world, yet early in life becoming incorporated within the child. This point marks the beginning of self-discipline, which is necessary for the happy and creative life of the individual in the social group.

Nowhere in the classical Latin definition of the word "discipline" is there any implication of either punishment or permissiveness, yet in defining the term polar extremes seem inevitably to come to mind: the thought of punishment as one extreme and that of indulgence or permissiveness as the other.

There are other synonyms—"reward and punishment" or "reward and deprivation"—but whatever the emphasis, it is important to remember that these expressions represent the attitudes of persons engaged professionally or parentally in rearing, educating or caring for children in matters of physical or emotional health.

Many social and ideological factors enter into the formation of philosophies of child rearing and child care. A historical survey of attitudes toward discipline reveals an almost constant swing from one extreme of interpretation to the other.

Among the forceful influences in this country which have modified attitudes toward child care and toward discipline must be mentioned Watson's "behavioristic psychology," John Dewey's philosophy of education and Freud's formulation of psychoanalytic concepts.

Many of us have witnessed within the last thirty years swings from extremes of rigid control and deprivation to indulgence and permissiveness in progressive education, sex education and, more recently, in pediatric practice, especially infant care.

In enlightened pediatric circles in this country, there has been for a long time disapproval of the rigid and controlling methods of child care which stem from behavioristic psychology. Parents and professional persons from the field of psychology and education have fostered rebellion against child care practices which seem coercive, regimented, inhuman and impersonal. As a result, there has developed a trend to less scheduled and less controlling care, particularly, for example, in infant feeding.

Under the stimulus of modern dynamic psychiatry there has been a tendency to avoid frustration in the growing child and to permit instead a greater choice not only in feeding but in all other experiences as well. However, on occasion it has been incorrectly assumed that any deprivation imposed upon the child is harmful, since it creates tension, undesirable behavior and even anxiety, and that any interference from the outside world may permanently deflect the child's growth processes.

The rational philosophy of child care, which teaches that when a child is permitted to have a part in the selection of food and in other things that he needs growth will proceed more naturally and spontaneously, has been misinterpreted to mean that the child must have free choice in all matters.

In clinical pediatric practice in the past several years, experience has demonstrated that too extreme a permissive handling of infants and children may be as disastrous in effect as rigid control.

The reasons are many for such parental misuse of permissiveness to the point of license: the paucity of precise data on growth and development of human beings is one factor, but probably the most important influence lies in the personality structure of those adults who interpret the data and who minister to children.

Let us look at some of these factors in operation. Infant feeding is a representative area which may be cited, because whatever the unconscious aim of the

adult, many features of the infant's early feeding experiences involve discipline.

The choice of feeding practices, that is, whether breast or artificial feeding, whether by self-demand or schedule, as well as the length of feeding and the type of weaning, may be modified from one extreme to another in terms of disciplining the infant.

As one searches the literature on infant feeding, one finds contradictory evidence regarding the value of one kind of feeding against the other. Many psychologists, anthropologists, pediatricians and parents testify to the psychological advantages of breast feeding. Others among the same groups advocate artificial feeding, pointing out the benefits not only to infants in improving their physical development and in preventing physical disturbances such as colic and diarrhea, but also to mothers in providing more rest and greater freedom.

In the matter of self-demand versus scheduled feeding, there are opinions supporting the currently prevalent belief that self-demand or self-regulating feeding is better able to produce happy, confident, well-disciplined and un-neurotic personalities than a rigidly controlled feeding. But here, too, others set forth evidence to prove that infants learn to adjust their feeding and sleeping habits to regular feedings, and that this regularity promotes feelings of security and confidence in the child and physical rest to parents through the prevention of eating or sleeping disturbances.

In considering the effects of early weaning against late weaning, we again meet proponents and antagonists of each philosophy.

One may well ask what this conflict of opinion means. It shows for one thing that the topic of child care is emotionally "hot," so that regardless of the professional status of the so-called authority much adult emotion enters into interpretations of infant behavior.

Then, too, the nature of the subject does not permit empirical testing, as in other areas of science. Studies of child development are too often cross-sectional, too, and although they may be descriptively accurate, they fall into error when they ascribe single factors, such as breast feeding alone or artificial feeding alone, as causative elements when multitudes of other factors should be included.

In spite of this confusion, however, certain definite conclusions may be drawn. Long-term observation of growing infants and children demonstrates the fact that there are differences in even the youngest children in the amount and kind of indulgence and

deprivation that they are able to tolerate, and that this tolerance depends in part on the phase of development and particularly on the kind of relationship the baby has had and is having with his mother.

It is the quality of the psychological interaction between these two persons which is the vital element in the relationship, not the supremacy of one will over the other in terms of control. By the nature of the new-born's dependence, he will need control from the mother; but if the mother is able to respect the infant's potentialities for self-direction, she will also permit self-regulation in feeding, for example, from birth onward.

At first, the infant's demands will be numerous and impatient of immediate satisfaction; but with gratification, his demands decrease. After three or four months, the infant begins to tolerate frustration and deprivation, and this ability increases as the baby achieves new relationships to the outside world.

The baby fed by self-regulation, whether breast or artificial, will relinquish one feeding after another as he begins to derive substitute satisfaction from the external world, usually through stimulating play. This seems to defer hunger, to make him ready to wait longer before being fed, changed or handled in other ways.

Emotional Weaning

It is now up to the mother to permit the child to give up some of her care. If she is able to supply continuity in the first two years of his life, providing care herself, but a care increasingly interspersed with relative periods of separation, unity between mother and child will be maintained, but the child will become ever more self-adjusted.

The time when the baby needs his mother most intensively seems to be in the first four or five months of life. In this period, the mother also needs the infant to satisfy her own emotional and physical needs. But after this time the baby becomes, as a rule, if in good health, less demanding, more stable and ready for the first emotional weaning by the introduction of the mother-substitute, usually the father, for longer periods each day.

The mother should be in control of what is happening to her infant and should continue to be the person responsible for all the routines in the child's life until after the child's second birthday. From then on, the child often performs more readily with some person other than the mother.

These big steps in emotional weaning are taken
(Continued on page 82)

Discipline and Punishment

MARGARET S. MAHLER, M.D.

DR. MARGARET S. MAHLER, formerly of Vienna, Austria, is a psychoanalyst and was head of a Psychoanalytic Child Guidance Clinic in Vienna, and Assistant to Professor Aichhorn. She is Associate in Psychiatry at Columbia University, College of Physicians and Surgeons, Consultant to the Children's Service of the New York State Psychiatric Institute and to many social agencies. She is a member of the Faculty of the New York Psychoanalytic Institute, and guest lecturer of The William Alanson White Institute of Psychiatry. She is the author of several chapters in books dealing with psychoanalytic subjects, and of numerous scientific articles.

IN our era of progressive education, "discipline" and, even more so, "punishment" are rather distasteful issues. The word "discipline" owes its current unpopularity to the fact that it suggests authoritarian restraint, synonymous to most people with the punitive regimentation of authoritarian regimes.

In a broader sense, discipline means order, adjustment, regularity, control and self-restraint. Parents and educators agree that, in this sense, a certain measure of discipline is indispensable for the child's sake as an individual, as a member of the family and as a future member of society.

The primary and essential goal of modern education is to strengthen the child's self or ego. Strengthening of the child's ego must not be confused with permitting unruliness or selfishness. Education of the child should aim at gradually enabling him to endure more and more emotional tension, tension which is inherent and unavoidable in the growing up process in any culture, but certainly rather marked in our culture.

The child has to learn to bear the postponement and replacement of his childish, egoistic and inconsiderate and impetuous wishes. He has to learn to be able to wait. It is obvious that such training in discipline must strive toward the goal of self-discipline; it should not be merely a restraint imposed on the child from the outside.

There is difference of opinion as to the ways and means by which such self-discipline can and should be achieved. With the most constructive and effective, even the most pleasurable means at its disposal, modern education tries to teach the child a behavior which considers the more remote consequences of an act rather than merely the immediate pleasure derived

from it, and the interests and feelings of others as well as his own.

If the goal of self-discipline in education is to be achieved, we must start with the family. This process begins with identification, with the child's emulation and assimilation of every-day living examples, a process indispensable in any system of education for any child. The daily experience of sharing with the family, of give and take in the home, are his most fruitful stimuli toward social and emotional adjustment.

Later on, his experiences in group activities, in kindergarten and primary school, have their great share in teaching through living.

However, the child's education cannot merely wait passively and inactively until emulation and sharing have had their effect. It cannot even look on idly and wait until the toddler's intellectual understanding renders verbal instructions meaningful to him. More active and simple devices are necessary to help his growth and adjustment.

Since time immemorial parents have been explicitly or tacitly aiding in this adjustment by the application of rewards, tangible or intangible, or by reproofs, actual or implied; by their own acts or attitudes of reproof or approval toward certain wishes or certain types of behavior in the child.

Progressive education went through an inevitable period of trial and error concerning the means of achieving self-discipline. Since Freudian psychology first taught that fear and frustration in childhood are the roots of neuroses, we have been leaning over backwards in our attempts to guard our children from fears and frustrations. For a while, *laissez-faire*—"don't interfere"—was the chosen method. "Don't interfere with the child's self-expression," and everything the child might choose to do was "self-expression." This method led to anarchy and certain wholly unsatisfactory results in the nursery as well as in the classroom.

Indulgence and permissiveness should be the emotional climate in the child's first year of life, but later, although we wish to spare the child unnecessary frustrations, we still need to strengthen his ego and enable him to bear the inevitable denials and adjustments of growing up.

One of the main tenets of modern education seems to be that we should rear our child without punish-

ment. This, as I shall indicate later, is impossible. More accurately stated, modern education has rejected the old-fashioned forms of punishment. These forms were inadequate because they were often painful and cruel and destructive to the child's self-esteem and self-reliance. Sometimes they were patently retaliatory measures by parents whose own vanity had been hurt, at others' attempts to bend if not break the young tree lest it grow in a direction the parents did not want.

I often hear parents ask the anxious question: "Where will all this permissiveness lead? Look at our neighbor's Billy. He was never punished. He turned out to be a ne'er-do-well. Will my child turn against me as soon as he is strong enough, because I have never punished him nor taught him to fear or respect his elders?"

Or there is, on the other hand, the apprehensive mother who is afraid of alienating her child if she enforces any discipline.

To both the punisher and to the child, punishment has a conscious and an unconscious significance which varies with each individual. It would carry us beyond the scope of this discussion if we elaborated on the unconscious meaning of punishment from the point of view of the punishing adult. We will only indicate briefly that the average adult's attitudes toward punishment can be classified into two groups—those who react against their own parents' methods and those who, despite exhortations of modern educators, feel that their parents' methods were satisfactory.

The adult rebelling against his own parents reasons: "My child ought not to suffer what I suffered from punitive, stern parents who were so unsympathetic to childish ways," or, "My child must be spared the consequences of my parents' oversolicitous, overprotective, pampering methods."

On the other hand, there are parents who feel that their own parents were wiser, more down-to-earth and more practical than any fashionable, new educational theory or practice. "I was brought up and became a well-adjusted citizen through my parents' old-fashioned restrictions, punishment and all," they argue. "My child will certainly benefit by my traditional standards and even by the same methods of punishment which succeeded with me. After all, children are children. They have not changed their needs and ways."

Both tendencies may work, if not exaggerated and if sincere love and consistency make up the atmosphere in which they are applied. It is the emotional attitude of the parents more than their method which determines the outcome.

The very insecure and emotionally ambivalent parent is far more harmful to the child than the parent whose convictions are sincerely for or against the methods experienced in his own childhood. The harmful parent is the one who acts as his own mood, his own anxiety or his own anger moves him, who impulsively metes out disproportionate punishment for minor misdemeanors in one moment and overlooks much more serious behavior at other times and then, driven by guilt feelings, tries to make up for the unjust and arbitrary handling by protestations of love and expressions of good intentions.

Children possess an uncanny faculty for sensing the real feeling, the true emotional motivation which prompts their parents' and their teachers' educational management. They react to the emotional motivation rather than to the actual words of praise or admonition.

A little girl of eight was considered a problem child because she engaged in subterranean warfare with her well-meaning, soft-spoken and oh-so-unaggressive mother. One day, when her mother tried to explain that certain traits in her child's behavior made her unpopular, the little girl burst into tears. "Yes," she said, "you talk and talk and jabber. When will you stop talking and do something about it?"

Another little girl explained to me: "You know, I hated camp and I know I shall be unhappy in boarding school, but sometimes I wish my parents would send me to a boarding school. My father loses his temper every so often, so that I never can tell when he will slap me or pull my hair. And my mother is just too sweet for my own good. She never sticks to anything she puts down as law. I always feel badly when I disobey her. But she should make me good, because I can't make myself good."

The Need for Guidance

Children often experience their own impetuosity and their inner impulses as dangerous and overwhelming. Although they want what they want when they want it, long into and past school age, and seem to crave license and independence long before adolescence, the more mature part of their personalities nevertheless envisions the uncomfortable consequences. They want to be helped to resist such impulses.

Children, contrary to all appearances, crave firm and reliable guidance. They crave outside emotional barriers, a set of flexible yet firm rules against their inner restlessness and unruliness. The child's pride in being accepted by the beloved adult, his identifica-

tion with that adult are the means whereby he is compensated for the renunciation of certain infantile wishes and drives.

In modern education, approval, acceptance, praise and reward are the essential pedagogic tools. Yet it is important to realize that in an environment where these methods predominate, withholding praise and reward takes on the same meaning to the child as the more overt punishment of traditional pedagogy. The concept of what represents punishment is a highly subjective and relative one. To some children, especially to those whose parents are not vindictive and punitive, the mere withholding of approval and affection may be felt as a punishment. In other children severe restrictions and even painful retaliations seem to elicit no reaction. These are usually children who have been rendered insensitive to ordinary educational handling by constant nagging and punishment.

A great educator, August Aichhorn of Vienna, to whom we owe so much of our insight into children's psychology, used to say: "All children are born different. Some have a reactive system like a chemist's scale: the slightest weight tips them over. Others are as imperturbable and slow-moving as a wagon scale. And finally there are those—thank goodness—who react like an ordinary grocer's scale."

Punishment should be adapted to each individual child. There is the example of two siblings, Dick and Dolly, aged five and six. They used to get rather overtired and overstimulated in the evening, so there was a problem of getting them calmed down before putting them to bed. Once in a while, Dick was the wild one and was then asked to go into his room and play for a while by himself. At other times, Dolly would be asked to do the same.

Dick, a robust, down-to-earth little boy, would take this order in his stride. Dolly, although she enjoyed playing by herself, would take this restriction as a deeply hurtful punishment. She would retire to her room and sit in the dark, crying quietly. Dolly's oversensitiveness was linked with her precocious guilt feelings, which accompanied her very strong, repressed aggressiveness.

One of Freud's most important and least well known findings is that the degree of guilt feelings, the severity of the child's inner conscience, is not wholly dependent upon either leniency and sweetness or vindictiveness and coercion in his environment. Children seem to be born with individual differences in their degree of aggressiveness, but an exaggeratedly sweet and unaggressive environment makes it impos-

sible for them to show any hostility and tends then to drive that aggression inward upon themselves in the form of precocious conscience or guilt feelings. A certain natural give-and-take of aggression in the family aids a child in adapting and channelizing his aggression into socially acceptable patterns. Unbridled aggression, however, does not promote emotional freedom and poise, because it weakens the child's self, his feeling of mastery over his temper and passions.

Modern education is anxious to avoid burdening the child with a sense of being bad or naughty in order to avoid shaming him and in order to avoid arousing his guilt feelings. Yet it cannot counteract or eliminate a child's own tendency to feel good or bad and to classify people as good or bad. For the child, the parents belong to the category of good. Being good, therefore, means to be like father and mother. Growing up is more or less the concept of being better and better, more and more acceptable, and more and more like the parent.

How Does Punishment Work?

How does punishment work? Punishment works through the transient and mild fear of losing the parents' approval, that is, their love, and later on through the fear of losing society's approval. Whether so intended or not, punishment therefore works through making the child feel temporarily expelled from the group of the good, that is, the mature. Punishment may range from simple prohibitions and showing disapproval to shaming the child and frankly restricting his freedom. The more sparingly actual interference is used the more beneficial its effects will be.

Usually punishment produces hurt, followed by anger, that is, an aggression more or less overt. But in some children punishment seems to have the opposite effect, soothing their anxieties and appeasing their feelings of guilt. Even if we carefully avoid calling children "good" or "bad," "nice" or "naughty," they begin rather early to feel a vague sense of guilt if they did or intended to do something wrong. Though adults may carefully avoid acting according to the authoritarian law of vengefulness, children themselves tend to think, rather primitively, in terms of that law. Hence, if punishment is not forthcoming for behavior which they feel deserves it, they often feel uneasy; they act as if compelled to continue the objectionable behavior and are not able to stop until they receive what they consider a fair punishment.

As to which situations call for punishment and of what kind each child's behavior must be considered

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Growing Up Through Freedom and Control

RICHARD B. BALLOU

RICHARD BOYD BALLOU, well known in educational circles, is Director of the Ethical Culture Schools in New York City. He was formerly Professor of Education at Smith College and later acted as Deputy Head of the Educational Section of UNESCO. Mr. Ballou has written many articles on education and teaching problems.

THE QUESTION of growing up through freedom and control concerns not only the welfare of our children but the future of a society in which conditions shall tend toward order instead of toward chaos. It is important to note, however, that there is no absolute freedom, nor is there any absolute control. We in the United States have a tendency to think of freedom as something abstract and virtuous in itself, and this distrust of control, which has a very interesting history in our country, tends to make us overlook the fact that all societies have controls.

In the early primitive societies controls were largely by customs. In some societies religious controls have been predominant. All societies in the modern world are controlled to a large extent by civil law. But even in the most totalitarian society, as history has proved many times, control is never absolute.

We are interested, therefore, in creating a society where human relations are friendly, stimulating and productive, and where the freedom and integrity of the individual are protected, because it is that freedom and integrity, we believe, which foster the conditions most conducive to the general welfare.

The problem, then, becomes: How can we best help young people to grow up into poised, sensitive, confident individuals? How can education balance on the one hand between encouraging children to freedom of action in exploring their interests and, on the other, working within certain more or less arbitrary amounts of adult domination and control?

Two assumptions are important to keep in the foreground of our thought about education. Education must be directed toward certain deeper cultural values to which other institutions in society, the home, the church and the community, also contribute. We beg the question if we think of education as being responsible for the whole of the process in helping

children to grow up. All institutions in society have to contribute toward the common platform upon which individuals are free to be individual. We are educating children not just to be individuals but to be individuals within a community—first, the local community, and then, if we wish to create in the centuries ahead conditions of civilized living, the community of the whole world.

Secondly, if we look over our dealings with young children, we find that growing up is an orderly process. The clue to an understanding of the term "order" in this sense is that the living organism's growth must be faithful to its own order. The vital processes produce dogs from dogs and cats from cats and many variants within each kind—and so with humans. The unique element of growth is that it has to be consistent with the individual's nature. Furthermore, order is definable not only in the physical and physiological sense but also in the emotional, social and intellectual traits of the human being.

From the educator's point of view, therefore, desirable growth is a creative process which occurs as individuals seek to define and express, in living patterns, their own unique sense of order. Ideally, society would be strengthened were we able to equate the lot of all individuals with their real basic interests and aptitudes. Conversely, to the extent to which people are miscast in their personal and vocational lives, to just that extent is society disturbed. The evidence on this point from history is compelling, and the moral from a positive point of view is clear: We want to give children the maximum amount of freedom to explore, to experiment and to make mistakes under the relatively secure control of conditions of schooling as a way of helping them to find their own pattern of order.

On the other hand, we are equally bound to provide a certain amount of control, in some cases, to prevent self-annihilation, but more particularly, to help individual children face the consequences of their own error in growing up and to serve as a catalyst to successful experiment. Except in rare instances, I do not see how desirable growth in children can develop unless we are prepared to encourage children to experiment and explore. We must give them that free-

dom with the full realization that part of the time they are going to err and make mistakes. Control, then, becomes primarily a way of helping them to perceive the causes and consequences of making mistakes, of learning how to achieve positive needs. Without this control, freedom is random and chaotic.

All mass education movements from the nineteenth century down to the present have tended all too often to evaluate educational progress by comparing one child with another or comparing one child with all children of a comparable age. There is evidence to suggest, however, that in the past ten years a new emphasis has taken root in American education, whereby educational progress is thought of more as comparison of an individual with his own best potentialities and his own problems.

Education, in the sense in which I am using the term, is a long, slow process. It is not a matter of units of study or years of work; it is a matter of cumulative growth. This approach to education makes it particularly essential that children come steadily in contact with sympathetic, patient and imaginative human instrumentalities: teachers, parents, community workers and other adults in their environment.

We must not forget that we are only at the very beginning of our study of child development. Our scientific knowledge about human behavior, especially in the stages of maturation, is extremely limited.

The work of pioneers like Gesell and Lewin will have to be multiplied many times over before we have enough information for the task. Furthermore, educators need more and more to coordinate their work with that of the physician, the psychologist, the psychiatrist and the social anthropologist.

The deeper values needed to develop a sense of community—which education can be only partially instrumental in creating—represent a major concern to educators. From both the historical point of view and the perspective of human psychology, the creative expression of one's own unique pattern of order is essential to self-respect in man, and that self-respect is a prerequisite to respect for others, the germ-soul of communities and a direct, positive path to tolerance. In this sense, the establishment of the proper amount of freedom and control in our culture is the crux of the art of teaching and must be the matrix in which major decisions about educational policy are made.

Social systems which employ rigid controls in the quest for conformity and uniformity are not only sterile but viciously retrogressive in broad cultural terms, but uncontrolled freedom leads to conditions of anarchy. The alternative to any authoritarian approach to education, whether religious or political, is the establishment of a healthy balance of freedom and control. It is that balance alone which can produce men and women worthy of our heritage.

ANNOUNCEMENT

THE MANY FRIENDS and members of the Child Study Association will be sorry to learn that Sidonie Matsner Gruenberg is resigning as director of the Association, January 1, 1950, or sooner if her successor is found before then. Mrs. Gruenberg has asked to be relieved of administrative responsibilities so that she will have more time to devote to additional writing and to many other activities in the field of parent education.

Known for her pioneering leadership in this field, Mrs. Gruenberg has been associated with the organization for forty years and its director for twenty-five. Although she will remain active with the Association in a consultative capacity and will work on special projects, her resignation makes this a particularly crucial year for us as we must look for someone to take over the almost impossible task of succeeding her, as well as make new plans for the next decade of our development.

MARY FISHER LANGMUIR, *President*

Let Them Have Reality

PEARL S. BUCK

PEARL S. BUCK, who first achieved literary fame with her novel, *The Good Earth*, was the first American woman to receive, in 1938, the Nobel Prize for Literature. Besides her many novels and other works, she has written eight books for children, of which the most recent, *The Big Wave*, received the Child Study Association award for 1949. We print here Mrs. Buck's speech of acceptance at the Child Study Conference luncheon. A fuller account of the award will be found on page 87.

THIS award from the Child Study Association is one of the very greatest that I have ever had, perhaps the greatest of all. When I told my children about it, they felt, I believe, that it was the most important one that could possibly be given to their mother. The children's books I have published have been part of them, for in a way we wrote them in cooperation over the years.

The Big Wave was a book written after a great deal of thought. I have lived in countries where the children have always shared the life of the adult in a very special way. Sometimes people thought that this was too hard for them, and sometimes I have myself thought it was rather hard for little children to share as fully the life of the adult as they do in the lands of Asia, which I know best.

However, when I came home to my own country to live, I began to feel that perhaps our children were deprived of a good deal, because they are so consistently shielded—except the children of the very poor in certain great cities, and the poorer sections of the South and the kind of people about whom John Steinbeck wrote in his *Grapes of Wrath*. By and large our children are shielded too much, except from a very peculiar sort of death. This death, which is not very real, occurs with the popping of guns on radio programs, when somebody who is wicked just disappears or falls; or that sudden kind of unreal death, unreal as the life that is portrayed, in motion picture films or in the comics or in all those interests to which we find our children so inexplicably addicted.

Perhaps one reason why children in this country crave these strange and unreal forms of life and death—for death is really a part of life—is that they do not share enough in real life and death. That is one reason, among others, why I wrote *The Big Wave*.

Another reason was the fear so many children had about death from atomic bombs, or other terrible new forms of weapons during and after the war.

So it seemed to me it would be a good thing to write about the relationship of death to life. The two are linked together. Death normally is a very peaceful thing, and some time I shall write about that kind of death and how it comes to people in the normal course of living. Children, of course, have been more used to the other kind of death, and so my mind went back to a year which I spent in Japan, a country I have learned through the years to love very much, whose people I admire profoundly.

That year I lived on a mountainside, and there was a village just below me; a tremendous tidal wave came—as it does several times in Japan each year—and that village was wiped away, even as my story tells, and the parents of that little boy were washed into the sea. That was why the book was written—to express the triumph of life over death, the thing our children have to realize.

Our American children, I feel, lead a very hard life on the whole. When I compare them to the children of other countries I realize that they live a very routine life and a scheduled existence, with so little time to think and do nothing. Our school schedules are impossibly heavy and difficult. The children's lives begin so early in the morning, then there is the rush to school and the sitting all day, being talked to so much by grown people, with no time to be alone, and then home, and only a little time for the real business of life, which is play. And then this dreadful homework. I don't believe in it. There should not be any homework. I say to the schools: "If you have my child for five hours a day, why do you send him home with more work? Everything that he learns in a day should be taught in those hours."

What business man or woman working in his office all day comes home laden again in the evening and does not feel abused?

I never went to school myself. I was just taught at home in the odds and ends of my mother's time, so in between I had lots of time to play while she was too busy to hear my lessons. Yet I got to college on time and found myself rather better equipped than most of the girls there.

This situation in our schools develops in most children an aversion to books, so that they never really want to read again—a feeling against learning through

(Continued on page 87)

Character Building in Children

ALAN GREGG, M.D.

DR. ALAN GREGG has been for the past eighteen years Director for the Medical Sciences in the Rockefeller Foundation with which he has been associated for many years. Before becoming Director, he was engaged in public health work in Brazil and over a long period made surveys of medical and research institutions in South America and Europe for the Rockefeller Foundation.

IN the summer of 1931, it occurred to me in an idle hour that by the year 2000 our descendants will know a great deal more about human heredity than we know today. Obviously, when that knowledge comes, people will have a greater interest in the character traits of their ancestors than merely in names and dates and places of birth, marriage and death.

Having four children who might in their maturer years be thus interested in their forebears' traits or have children who would be interested, I wrote out detailed descriptions of the physical characteristics and the character traits of my mother and father and their seven children, of my wife's mother and father and their five children, and with them filed appropriate photographs.

As it turned out, this simple procedure furnished us with extremely suggestive material for child study. With growing surprise, as I have watched my children develop, I have seen that many of their unfolding distinctive personality traits were already somewhere in these records of parents, grandparents, aunts and uncles. These reappearing traits were in new and refreshingly, astonishingly different arrangements. Sometimes there appeared a thread nowhere observed before, often threads seen before but now in a pattern startlingly unique. It reminded me of the impressions one would get from laying an empty picture frame on four different parts of a Scotch tartan—the threads so often similar, but the pattern so singularly distinctive. Here was, in effect, a method of child study that is within the range of all interested in that field.

If the first result of this experience was a new concept of personality and of the uniqueness of the individual child and the absolute and independent nature of his character, the second was an assurance that one was dealing with phenomena that might be constant and dependable. Wise as it is usually to realize that children pass through phases, possibly there are traits

that are not transitory and ephemeral but lasting and describable.

Human heredity is, at the very best, in hardly more than a very early stage of its growth as a science. It is still at a stage when comprehensive observation and careful records are perfectly justifiable scientifically. We can record, collect and compare such observations and still be free from the charge of being inconsequential or scatterbrained. We can be amateurs without being dilettantes; we can record without coming to conclusions. Indeed, much of the discredit that laymen attach to heredity contrasted with environment comes from the reckless haste with which far-reaching conclusions have been drawn from inaccurate and inadequate observation. But perhaps the worst mistake regarding heredity derives from the widespread ignorance of one of its simplest laws. This is the so-called law of filial regression. In effect, this "law of nature" describes a uniform tendency for a hereditary trait strongly marked in a parent to be less strongly marked in the offspring. This is easy to understand if one remembers that since the trait is exceptionally strong in one parent, it is likely to be much less marked in the other parent, and therefore may be diluted in the usual process of hereditary transmission.

In this fact there is hope, if it be an unpleasant trait; and a check on too great expectations, if the trait is pleasant. In some senses, nature is thus seen to be protecting her children by avoiding extremes.

A young man who stands six-feet-three in his stocking feet, who marries a girl of average or less than average height, in whose family none of the men have been taller than, say, five-feet-eight, can look forward to children whose height will regress or go backward from his own excessive stature. They will not be as tall as their father. Hence the term "filial (concerning children) regression (going back from the average)."

Of course, if both parents are of tall stock, even though one of them may have been stunted by illness or malnutrition, then the children may be taller than their parents, a fact observable nowadays because of better hygiene and child care. However, the interrelationship of heredity and environment appears to be just subtle and complicated enough to escape the comprehension of people who cannot understand that

a result may come from a combination of causes and not from one cause alone.

A good dinner is the product of good foodstuffs to start with and good cooking. A fine cook, like an excellent environment, can bring out the best there is in the groceries she starts with, and a poor cook can spoil the potentialities of excellent raw material. Therein lies the value of a good cook and good groceries.

Heredity Plus Environment

Heredity deals with potentialities; environment, with bringing out the potentialities. How stupid to insist on ignoring one or the other, and how regrettable to assume that when a child has two parents and is also the result of both environment and a mixed heredity, he will exactly equal one or the other of his parents. Yet the importance of heredity is ignored or belittled by minds incapable of taking more than one factor into account.

Indeed, I find some embarrassment in the fact that if I am to correct what seems to me to be an excessive weight attached nowadays to environment, I must exaggerate the role of heredity in order to present an evenly balanced view of reality. It seems necessary to be extreme in the service of moderation and absurd in order to arrive at reasonableness.

The truth is all the more difficult to find, because all the potentialities of heredity are settled long before the tasks of environment can begin. It is like playing good bridge after the cards have been dealt.

Even this comparison fails in one point, for it suggests that we all draw our hereditary traits from a single, uniform deck of human heredity which is the same for every one of us. But we do not. We draw our heredity from the mixture of two decks, as it were, neither of these decks entirely visible or verifiable, now or in the past, and with far more genes in each deck than in the relatively simple little deck of fifty-two cards.

If we do not provide a good environment for a child, his hereditary possibilities will not become apparent, but that is no good scientific reason for turning our attention entirely away from heredity. That would be a kind of intellectual cowardice, which you can practice if, like a neurotic, you insist in ignoring the facts, but if you do so insist then there are penalties for such deliberate ignorance.

What are some of the penalties? If you believe that a child is exclusively the result of nothing but his environment, then how are you going to explain his conduct or character if it is not at all agreeable?

There are plenty of parents who feel perfectly fantastic degrees of guilt at the outcome of what they regard as nothing but the product of their own mismanagement. The child is thus doomed to be brought up in the gloomy atmosphere of parental disappointment or defeat, from which he can escape, if at all, by pitying himself as the irresponsible product of his parents' monumental ineptitude. His failures and successes are explained for him in advance and forever as being not his but his parents', and the general attitude of guilt, defeatism and over-all failure spreads out like a pall of smoke over the whole idea of raising a family and thus pollutes an atmosphere which could have been sunny and honest and humble in the face of the whole truth.

Then there are parents who take out their feelings of frustration in bitter resentment and hostility to the child whose failure to respond to the perfect environment they feel as a willful frustration of their deeper hopes and fond efforts. What an atmosphere to grow up in! What a price to pay for insisting that environment is everything! It is not everything; it is merely the factor in child raising on which we can sensibly spend our best intelligence and our eager efforts in the certain conviction that it will affect, without ever being the only thing to affect, the end result. It is not necessary to succeed in order to work hard. Mature people know that. Or, perhaps, that is what maturity means. Complete maturity has something of the heroic.

Another common consequence of implicit and exclusive reliance on environment is the conviction that you can manufacture human beings according to specification if you can only control their environment. According to this assumption, we can neatly contrive to make our children stand, not on their own feet, but on our own ambitious shoulders, and thus reach unimagined heights while the audience gasps at them and applauds us.

Too Many Stimuli

One more mistake of those who insist that environment is everything: They overload their children with stimuli which they call advantages. They crowd these children with an impatient succession of sensations and demands. They cheat their children of the very thing they are proudest of having done themselves, namely, succeeded in spite of not having had all the advantages. They do not seem to know that it takes time for a child to respond fully and completely to a powerful impression. They misrepresent or they mis-

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Parents' Questions

The questions published here are selected and discussed by the staff of the Child Study Association, and the answers written by various members. The department is edited by Aline B. Auerbach.

My three-year-old wakes several times nearly every night and just wants someone to amuse her. She's quite good-natured so long as we do this, but screams long and violently if we refuse. My husband and I don't know what to do with her, and we are getting desperate for a good night's sleep.

MRS. C. G.

If you are satisfied that your child isn't troubled or frightened when she wakes this way there are several things to do.

First, see that her daytime hours are happy ones and that she is getting from her parents reasonable control as well as affection and fun. She should know that when you say *no*, you mean it, even though you say it quietly and keep your temper. If this control is a matter of course during the day, it will tend to carry over to night time, too.

Second, before you put her to bed, explain that you all need to be quiet during the night, and that if she wakes she must lie still till morning. Of course she will try you out. When she wakes and calls, tell her again that you cannot come to her. Keep your tone firm but friendly. Irritability from parents makes a child unhappy and therefore more demanding than ever. When she cries just let her do it a while and the chances are that she will learn you mean what you say.

But before you decide to *do* anything, consider carefully this child's whole life and whether or not she is reasonably at peace with herself and in her relationship to you. If this is actually an unhappy, anxious or frightened child, she must be handled differently. Such a child needs her mother with her during moments of acute anxiety or panic; until her more fundamental troubles have to some extent been ironed out you may have to make up your mind to disturbed nights. The trouble with the old "let 'em cry it out" plan was that it ignored a child's mental state and emotional needs altogether. But a child who is normally well-adjusted will be far happier if he knows his parents set reasonable limits to troublesome behavior and are firm in helping him to accept these limits.

When my little girl—now five—is difficult and hard to control, I feel that it's all my fault. From the very beginning, she wasn't easy: she slept less than most babies, and even then seemed overactive and highstrung from the time she could move around. But somehow I wonder what I did that brought all this about?

MRS. L. T.

We would have to know a great deal about both you and your little girl before we could give a fair answer to your question: about her physical development and how you handled her step by step, and about yourself and your own feelings and attitudes, with some knowledge, too, of your own experiences and the influence they had on your own personality. And your husband also is important in the family picture. Mothers alone aren't responsible for their offspring.

But even without all this information, your account suggests that from the beginning you had a particular child to deal with who wasn't easy.

In our awareness of the importance of early experiences in influencing a child's emotional make-up, we have often tended to overlook the fact that each child comes into the world with a definite constitutional make-up, which makes him different from any other individual. While we do not believe, as we used to, that children are born with *specific* inherited character traits, we are recognizing more and more that there are general differences of temperament, of responsiveness, that are apparent almost from birth. Perhaps your child is by nature one of those children who reacts more sensitively to the world around him and has trouble accepting frustration. These children are often more difficult to live with, no matter what wise and understanding care they receive, and they place a heavy demand on their parents for effective and consistent guidance and control. Their behavior often causes parents to feel, as you do, that it is all the parents' fault.

It would be advisable in your case to talk the matter over in detail with a trained counselor if your child continues to be difficult, so that you can get a true picture of how much her troubles are part of her basic personality and how much they may be directly related to your handling of her. In any case, with a thorough understanding of your particular child, such a person could help you to give her the guidance she needs.

The younger of my two sons—ages 6 and 10—is aggressive with his tongue, the older with his weight. When I come in and find them in the white heat of a fight I naturally separate them first. What do I do after that: try to get at the cause and dispense justice in proportion to blame, or consider them equally responsible regardless of who said what or did what first?

MRS. P. K.

You probably have tried both procedures and one would suspect that you have found neither alternative satisfactory. If you had, you wouldn't have to ask what to do. To find out who is to blame in fights like these would take the judicial skill and finesse of a Solomon—and even then you're likely to be wrong. The truth is probably that both boys are to blame in a sense. To put it another way, the fights seem to be the outcome of the boys' natural feelings of competition and rivalry. Each boy seems to be expert in his own way in provoking situations in which these pent-up feelings come out.

Yet if you "consider them equally responsible" no matter who started the fight, and—as you seem to imply—punish both of them equally, you probably feel that you may not be fair to one or the other.

Perhaps it would be better if you changed your tactics altogether. Stop the fights as you now are doing; that you have to do to keep them from physical harm. Once you have separated them and made clear that you can't let them behave this way no matter who started it, send each about his own business, without worrying about the fine points of blame or punishment and prolonging the issue.

The main thing is to work at the problem indirectly. Try to find ways of making each boy feel important and secure in his own right with you, with friends of his own age, and in activities he likes in which he doesn't have to compete. In time—although it may be quite a time—the fights will become fewer and less intense, as, with your help, the boys find more and more that they can enjoy and respect one another.

Lately, I've found that my seven-year-old is almost too willing to accept punishment, especially for annoying his little sister. Even when I deprive him of things, or isolate him for a long period, he doesn't seem to mind. And he goes on doing the very things for which he has just been punished.

Under the circumstances I doubt that punishment is accomplishing anything. Can you suggest what else I could do?

MRS. C. T.

It would seem, from what you say, that this little boy is willing to pay a price for the pleasure of indulging his hostile feelings. Punishment may even give him a certain satisfaction, since in thus paying for his misdeeds, he not only may be relieved of his guilt feelings about what he has done, but he may also be atoning for "bad" feelings which have not yet found their way into deeds. There may be another factor here, too: some children would rather be punished than ignored, and will sometimes invite punishment rather than feel left out.

In any case, as you say, punishment certainly isn't serving the purpose you intend, either to build up his own inner discipline or to bring about a better feeling for his little sister. Both of these things are important. Perhaps your efforts should go along the lines of helping him basically to a better feeling about himself and a certainty of your interest in him. Give him as much assurance as you can that you enjoy and appreciate him. Let him know, too, that his feelings about his sister are perfectly natural and that you do understand them—but you also have to keep him from hurting her. Try to keep him busy and interested in activities of his own, doing things he enjoys. Take him in on your own activities when you can—let him help you, go places with you. Give him a share in some family responsibilities—though not so much that he will feel burdened. But above all he needs to feel that he rates with you, that you approve his successes, and that you love him no matter what his failures.



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Suggestions for Study Groups

This outline is based on the articles in this issue and is offered as a guide to readers who wish to use CHILD STUDY as source material for group study and discussion. The department is edited by Margaret Meigs.

BACKGROUND FOR DISCUSSION:

"Discipline" is a basic problem for discussion in any series of child study meetings. In fact every topic discussed can be shown to hark back to or enlarge our understanding of the meaning of discipline. If this point is carefully and not obtrusively made in earlier discussions of other subjects, it will be easier in the meeting devoted to "Discipline" to shift the emphasis from the "What shall I do about it?" management aspect to the interpretive "What drives my child to do these things?" and "What do I want to achieve by what I do?" This shift must somehow be accomplished, for, as every group leader recognizes, the answer parents seek for the vexing immediate problem is intimately connected with the parents' concept of the meaning of their children's behavior and their own feelings of competence and ease in their relationship to them.

Each article of this issue of CHILD STUDY contributes to a richer understanding of the meaning of discipline, but to a large extent the approach is not through making the problem seem more simple, but by underlining its complexity. More new questions are raised than answered. We are invited to criticize the usual meaning of a "good" and "stimulating" environment, then we are told there can be no standard blueprint for a better one. We are offered the paradox that freedom is control, and also brought to realize that either can destroy the other. It will be the responsibility of the leader to make these contradictions reconcilable, to help the group accept this deepening of the problem as an avenue to understanding.

In this connection we may review Pearl Buck's theme that inner freedom comes from the ability to face reality and cannot be nourished on the acceptance of comforting fictions. This belief in the strength that comes from an ability to accept and make creative use of the harsh, unpalatable, or the merely awkward facts of life is echoed by our other authors when they point out that discipline does not mean merely preventing errors and punishing mistakes, but lies in the kind of control we exert when we help our children and young people experiment for themselves and grow through their failures as well as through success. This belief is inherent in the injunction that we temper with understanding the urge blindly to thwart undesirable behavior. Yet at the same time we must be thoughtful and assertive in setting limits to our children's conduct when we know the results will be too much for them to bear. The same uncompromising realism dictates that, in plans for the children, we be guided, not by our wishes nor by our notions of the ideal, but by the often difficult and always stubborn fact of each child's inescapable core of personality, and by the restrictions set by his level of development. Freedom and control have meaning only in these terms.

Several of the authors stress the importance to society of the development within individuals of the feeling of personal integrity and security which comes with the attainment of self-discipline. Only out of self-respect comes the generosity of understanding that enables one to respect the rights and individuality of others. And it is only in this spirit that we can create the genuinely "good" environment, the liberating discipline for our children.

It becomes, then, the leader's responsibility, especially in handling the topic of discipline, to work toward building

up a reasonable basis in each member for a feeling of competence and tolerance. This is a difficult and delicate task, reflecting in sobering miniature the parents' own problem in thinking through the matter of discipline at home.

TO DISCUSS:

Should the punishment fit the crime, or fit the child? What part does punishment play in the larger problem of discipline?

Discuss the meaning of Dr. Mahler's statement that "punishment stemming from a parent's . . . spontaneous reaction to constant aggression in the child will . . . facilitate the child's adjustment to reality."

Give illustrations of problem situations which call for giving a child more and for giving him fewer restrictions. How can we help our children face harsh facts such as death, the threat of divorce, prejudice and discrimination, unpopularity, economic inequality, etc.? How is preparation against such ordeals affected by our day to day management of discipline?

TO READ:

Discipline. What Is It? Helen Steers Burgess (pamphlet). Child Study Association of America, rev. 1948.

Emotional Maturity. Leon J. Saul. Lippincott, 1947.

Father of the Man. W. Allison Davis and Robert J. Havighurst. Houghton Mifflin, 1947.

FILMS:

Maintaining Classroom Discipline. 14 min., sound. Distrib. McGraw-Hill, Text Film Dept., 330 West 42 Street, New York, N. Y.

Problem Child. 27 min., sound. Distrib. Pet Milk Co. Research Div., St. Louis, Mo.

The Feeling of Hostility. 25 min., sound. Distrib. National Film Board of Canada, 620 Fifth Avenue, New York, N. Y.

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Children's Books

ABOUT NATURE AND THE OUT-OF-DOORS

BITS THAT GROW BIG. By Irma E. Webber. Scott. \$1.50.

The story of plant reproduction is simply and fascinatingly told in this picture science book with easy experiments to do at home, showing the effects of food, air, water and warmth on seed growth. (8-12)

CHILD'S GARDEN OF VEGETABLES.

CHILD'S GARDEN OF FLOWERS. By Robert V. Masters. Greenberg. \$1.00 each.

Two attractive and unusual little books to help the young gardener. Each includes, pasted to its pages, several packets of seeds, with simple instructions for their planting and care. (Not adapted to starting seeds in flats in a city apartment.) (10 and over)

WHAT BUTTERFLY IS IT? Written and illustrated by Anna Pistorius. Wilcox & Follett. \$1.25.

This is an attractive picture book introducing the butterflies of North America in the order in which they appear during the summer. The colored illustrations by the author help to identify fifty-four of the best-known varieties. (8 and over)

LET'S GO TO THE DESERT. By Harriet E. Huntington. Doubleday. \$2.50.

Facts about the desert: the weather, the vegetation and the animals that live there—told in simple narrative form. The author's photographs are outstanding. The jacket looks a bit young for the text. (7-10)

BEGINNER'S GUIDE TO SEASHORE LIFE. Written and illustrated by Leon A. Hausman. Putnam's. \$2.00.

A useful reference book for young people and their parents whose interest leads them to explore the seashore: all the forms of life found along the American coast from sponges and corals to jellyfish and sea urchins, briefly described, with drawings for each. (12 and over)

BLACKIE AND HIS FAMILY. By Mary E. Cook. Illustrated by Michael H. Bevans. Harcourt. \$2.00.

WINTER FLIGHT. By Alice Gall and Fleming Crew. Oxford. \$2.50.

Two chatty and informative stories of bird life—how they build their nests, raise their families, fight their natural enemies, and, when the seasons change, go south to the jungles or remain to brave the winter. The first for 7 to 9-year-olds, the second, with distinguished illustrations by Nils Hogner, for 8 to 10.

HOW TO KNOW THE BIRDS. Written and illustrated by Roger Tory Peterson. Mentor. 35 cents.

A low-priced paper-covered edition of a more expensive, authoritative guide to identification of a large variety of birds by their silhouettes, characteristics and habitats. Over 200 line drawings and silhouettes in black and white illustrate the text. (12 and over)

HOMING PIGEONS. By Herbert S. Zim. Illustrated by James Gordon Irving. Morrow. \$2.00.

For pigeon fanciers, here is a primer about these interest-

ing birds, their care, breeding and training, together with references for additional information, all clearly and simply presented for the beginner to follow, with helpful illustrations and diagrams. (10 and over)

RED BOOK OF TREES.

BLUE BOOK OF TREES. By P. J. Van Melle. Illustrated by Rudolf Freund. Whitman. 25 cents each.

Pocket-sized tree guides with illustrations in color and information for the identification of narrow and broad-leaved North American trees, indexed for convenient use. (12 and over)

CATTAIL HOUSE. Written and illustrated by Phoebe Erickson. Children's Press. \$1.50.

An adventurous muskrat sets out to see the world before he builds his winter house. His contacts with the busy inhabitants of marshes and woods furnish the reader much nature lore, profusely amplified by the author's definitive pictures. (6-9)

TRICKY. By George Cory Franklin. Illustrated by L. D. Cram. Houghton. \$2.25.

The lively adventures of a red fox in the fields and forests of Colorado. How he outwits the trappers and raises a family with the aid of two friendly miners makes exciting reading. (10-14)

VISON, THE MINK. By John and Jean George. Dutton. \$2.50.

You really get to know this active, beautiful, ferocious outlaw in this authentic life story. From his pugnacious babyhood to his probable death in battle with a rival you admire but never really like him. The illustrations by Jean George are outstanding. (12 and over)

WILD WORLD TALES. By Henry B. Kane. Knopf. \$2.75.

This is a book for the seasoned nature lover. The life cycles of the crow, the promethea moth and the white-foot mouse are beautifully related with distinguished photographs and line drawings by the author. (12 and over)

THE STORY OF OUR CALENDAR. By Ruth Brindze. Illustrated by Helene Carter. Vanguard. \$2.50.

This history of the development of our calendar presents many interesting facts about the universe that will be news to most of us. Large print and abundant illustrations in bright color make it an inviting book. (10 and over)

WILDLIFE FOR AMERICA. By Edward H. Graham and William R. Van Dersal. Oxford. \$2.50.

Makes graphic the fact that how we conserve or misuse our water areas, forests, plains and farms determines the fate of our wild life and in turn affects our economic life. Effective photographs accompany the clear text in this challenging and noteworthy book. (10 and over)

MAY H. OREN

BETTY CARB

Children's Book Committee

Susan Isaacs — A Tribute

IT came as a great shock to the staff of the Child Study Association to learn late in the spring of the death of the outstanding British educator, Mrs. Susan (Fairhurst) Isaacs, in London in October of last year.

Dr. Isaacs attained her leadership in the education of young children through her work in the Malting House School at Cambridge, England, which she established in 1924. Here she had an opportunity to develop her educational theories, combining an unusual insight into the growth of the personality with a background of thorough training and teaching experience. The results of this experiment were embodied in two books which brought her international recognition, *Intellectual Growth in Young Children* and *Social Development in Young Children*.

In 1929 Dr. Isaacs received the *Parents' Magazine* award for her book, *The Nursery Years*, which has become a classic guide in child psychology and child care for all who deal with young children. In *The Children We Teach* she added an illuminating picture of children of school age.

In 1933 Mrs. Isaacs became head of a new department of Child Development at the Institute of Education of London University, where she influenced large numbers of teachers from all countries.

On a brief visit in New York in 1937 she attended a luncheon and a public meeting which the Child Study Association planned in her honor. She was then on her way to Adelaide, Australia, to receive an honorary Doctor of Science degree from the University.

Dr. Isaacs' work at the Institute was suspended with the coming of the war and she became absorbed in the problems arising from the evacuation of children

from London and other large cities, and the setting up of standards for foster homes. Dr. Isaacs edited the well-known *Cambridge Evacuation Survey*, an important study of the social welfare and education activities under wartime conditions. She sent a summary report of this wartime project for the Child Study Association conference held in November, 1941; this was published in the volume *The Family in a World at War*.

After the war, Dr. Isaacs devoted most of her time to psychoanalysis, but retained her interest in the educational work of her former students and associates. As final recognition of her contribution to education, last year she was appointed Commander of the British Empire.

All who are today working with young children or with teachers and mothers feel indebted to Dr. Susan Isaacs for demonstrating first of all the desirability of letting children manifest their primitive feelings spontaneously and without penalties. In her further work she recognized also the child's dependence upon the parent for help in living up to his "conscience," as a necessary phase of becoming a social and responsible person.

Dr. Isaacs' distinctive contribution was her skillful integration of theoretical studies in philosophy and science with a rare understanding of the unconscious processes of the human spirit.

Her application of these concepts to the needs of children resulted in a creative interpretation that has permeated educational thinking throughout the western world, contributing widely to the understanding of parents and teachers, many of whom may not even have known her by name.

SIDONIE M. GRUENBERG

DISCIPLINE AND PUNISHMENT

(Continued from page 71)

in terms of what can reasonably be expected at his age and in relation to the particular circumstances. We have to consider: Is the small child able to understand instructions and verbal explanations? If not, it may well be that we can afford to postpone them, distracting him instead to other, more pleasurable activities. However, if his continued behavior really endangers him or his material environment, he must be deterred from repeating it by restrictive measures.

Particularly from school age on, a child's overt conduct cannot always be taken at its face value. We need to understand the motivations behind the older child's behavior. It may be, for example, that a child does not want to go to bed simply because it is more pleasurable to stay with the adults and interfere with their activities. But if such behavior persists, accompanied by signs of anxiety, it may be the sign of a deeper conflict, of an unexpressed and unconscious fear of the dark, of robbers, or even a fear of not waking up in the morning. For such fears, restriction and punishment are obviously not the answer.

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Needless to say, the adolescent is particularly vulnerable as far as punishment is concerned. It is a constant and delicate question of interference or non-interference on the part of the adults around him. However, when the actual situation warrants it, it is better to be resolute and firm than to become chronically bickering and nagging, a method which wears out the punishing agent and always misses its purpose.

If we prepare the child gradually from an early age for the inevitable frustrations he will encounter, we are using our most effective means of sparing him harder and more painful punishments in his later life situations, in school and in society.

Both the tendency to believe that all punishment is to be avoided and the tendency to be rigid in applying punishment whenever the child annoys us or when we think he violates standards of good behavior are equally absurd. Punishment is merely a tool for inducing the child to stop or avoid behavior we consider too infantile or harmful to his happy social adjustment.

In the widest sense, the child's learning task is twofold, namely, to develop as an individual at the same time that he is learning to understand, to manage and to adapt himself to the world around him. But this twofold task involves many conflicting situations. The child's own needs and desires, on which his sense of self is based, drive him to seek the fulfillment of his wishes. When he was a baby, the adult world, represented by his mother, readily offered fulfillment. But now, when he tries to undertake this fulfillment himself, when he starts to run, climb, investigate, pull apart, he encounters many new prohibitions. Here it is that the punishment question first arises, and it becomes more and more complex as the child reaches school age and adolescence.

Psychoanalytic psychiatry has clarified for us that our children's educability is determined by their love relationships with their parents and other significant adults and by their utter helplessness as babies and their emotional dependence in later childhood. It is our responsibility, therefore, not to misuse our trusteeship of greater physical and social power and influence. On the other hand, it cannot be denied that even the most normal and un-neurotic adult naturally reacts to a substantial increase of aggression with some measure of counteraggression. Punishment stemming from the parent's natural and spontaneous reaction to constant aggression in the child will therefore actually facilitate the child's adjustment to reality. It often clears the atmosphere like a shower on a sultry

midsummer's day.

We try to achieve miracles with or for our children, but we forget that while infants certainly have a right to be loved and mothered, and the older child has to develop independence and self-expression, grown-ups are also human beings with shortcomings and a right to consider their own lives as well. There is a dangerous tendency in our era toward a one-sided blaming of parents for everything, and so undermining their security and their prestige in society. We must not expect of them a limitless patience, wisdom and flexibility. Perhaps the most important task of parent education today is to restore and maintain parents' confidence in their own role, thus enabling them to manage with greater security and satisfaction every-day problems in bringing up their children.

PERMISSIVENESS IN THE EARLY YEARS

(Continued from page 68)

only when mother and child are able and willing to let go of each other. Letting go is not easy for either one of them. Intuitively apprehensive about any change, the infant may appeal for a continuation of the intense mother care he has been receiving, thereby unconsciously and unwillingly, or at last half-heartedly, distorting his more genuine desire, which is one of emancipation. He may show this dilemma by not taking his food as readily, toying with feeding, or by not showing the usual satisfaction. The mother who has followed the philosophy of meeting the infant's needs immediately is baffled, and when her ministrations are not received as before and do not satisfy the infant, she becomes upset. This may lead to further efforts at feeding, often more or less forcing and urging, and this, in turn, leads to greater reluctance to eat and to the development of early feeding problems manifested by much crying and refusal to eat or sleep.

At this point, both parents usually begin to question the value of the permissive method of child care, search their souls for errors of commission or omission and frantically call for help from the pediatrician or others who fostered this new philosophy which worked out so well at first but now suddenly seems to have broken down.

The period that follows is one that sorely tries the patience, strength and ingenuity of all concerned, but usually it does not last, especially if parents are able, through professional guidance, to anticipate these changes in the child, to understand them and to

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Books of 1948

For Parents, Teachers and Professional Workers in Social Work, Child Guidance and Family Relations

*Selected by the Bibliography Committee of the Child Study Association of America,
Jean Rex, Chairman*

This list is an annual supplement, designed to be used in conjunction with *The Parents' Bookshelf*, a short comprehensive list, and *The Child, The Family, The Community*, an extensive bibliography which was published in the spring of 1947 and which re-evaluates the literature of the last two decades in this field.

ACTIVITIES FOR SUMMER CAMPS. *Arts Cooperative Service, Inc.*, 1948. 91 pp. \$1.25.

A helpful booklet for parents as well as camp directors suggesting activities that make use of inexpensive and easily accessible materials.

ADMINISTRATION OF THE MODERN CAMP. *Hedley S. Dimock, editor. Association Press*, 1948. 283 pp. \$4.00.

An excellent guide book covering every phase of camp management by specialists in camp administration.

AUDIO-VISUAL TECHNIQUES FOR ENRICHMENT OF THE CURRICULUM. *Anna Curtis Chandler and Irene F. Cypher. Noble & Noble*, 1948. 252 pp. \$3.50.

A text for the teacher on techniques for enriching the daily classroom curriculum. Full of practical suggestions and directions with a valuable section on where these materials can be found.

BEHIND THE ACADEMIC CURTAIN: A Guide to Getting the Most Out of College. *Archibald MacIntosh. Harper & Bros.*, 1948. 165 pp. \$2.50.

Attempts to help students select a college where they will have the best opportunity for successfully completing their course. A revealing picture of the number of student withdrawals and what various colleges are doing to remedy the situation.

BLIND PRESCHOOL CHILD, THE. *Berthold Lowensfeld, editor. American Foundation for the Blind, Inc.*, 1947. 148 pp. \$2.00.

A valuable collection of papers presented at the National Conference on the Blind Preschool Child dealing with the social work, educational and medical aspects of the problem.

CHILD CARE AND GUIDANCE. *Helen Crandall Goodspeed, et al. Lippincott*, 1948. 278 pp. \$2.40.

A simple text-book, well illustrated, for use in high schools and colleges, but also valuable as introductory material for young mothers, individually or in groups.

CHILD OFFENDERS: A Study in Diagnosis and Treatment. *Harriet Goldberg. Grune & Stratton, Inc.*, 1948. 215 pp. \$4.00.

This useful manual of case studies of child offenders depicts truancy as a symptom of underlying disturbances of many kinds and shows the need for more adequate community services in prevention and treatment.

CHILD THERAPY—A CASE WORK SYMPOSIUM. *Eleanor Clifton and Florence Hollis, editors. Family Service Association of America*, 1948. 217 pp. \$3.25.

Written by staff members of Family Service of the Community Service Society of New York, this book is a fine presentation of direct work with children who show behavior or personality problems. For professional workers.

CREATIVE NURSERY CENTER, THE. *Winifred Y. Allen and Doris Campbell. Family Service Association of America*, 1948. 171 pp. \$2.75.

The role of the child care center in the maximum growth and development of the child, the family and the community is defined in this invaluable handbook on the creative nursery.

EDUCATION IN A DIVIDED WORLD. *James Bryant Conant. Harvard University Press*, 1948. 235 pp. \$3.00.

Emphasizing that we must recognize and validate the distinctions between our own and the Soviet culture, this book urges that we look to our schools to provide a vigorous demonstration of our beliefs in democracy and freedom.

EDUCATION FOR ALL AMERICAN CHILDREN. *Educational Policies Commission, National Education Association of U. S.*, 1948. 292 pp. \$1.25.

Report of the Educational Policies Commission of the National Education Association and the American Association of School Administrators incorporating their long-range programs for the redirection of elementary education.

EDUCATION FOR MUSICAL GROWTH. *James L. Mursell. Ginn & Co.*, 1948. 343 pp. \$3.50.

A stimulating application of the principles of modern psychology and education to the teaching of music. Primarily for teachers, but of value to parents with a musical background.

ETHICS IN SEX CONDUCT. *Clarence Leuba. Association Press*, 1948. 164 pp. \$2.50.

Discussing with utmost honesty the problems of young people in a society which gives them great freedom but postpones marriage and frowns on premarital sex experience, this book aims to help young people develop for themselves sound standards of sex conduct.

EXPERIMENTS WITH A BACKWARD CLASS. *Elizabeth A. Taylor. Sherwood Press*, 1946. 112 pp. \$2.00.

A stimulating small volume of an English teacher's work with backward children, showing how, with understanding and imagination, the school routine becomes an experience in growth and development. A thought-provoking book for parents and teachers dealing with the slow or retarded child.

FAMILIES IN TROUBLE. *Earl Lomon Koos. King's Crown Press*, 1946. 134 pp. \$2.25.

Excellent objective study and analysis of the difficulties of low income families in a specific New York area, calling attention to the kinds of help that are needed and the inadequacy of services now available.

FUNDAMENTALS OF PSYCHOANALYSIS. Franz Alexander, M.D. W. W. Norton & Co., 1948. 312 pp. \$3.75.

A concise presentation of psychoanalytic theory and its application to the understanding and treatment of mental disturbances by the director of the Chicago Institute of Psychoanalysis. Interesting and readable for those with some background in this field.

GIRL ALIVE! Frances Ullmann. World Publishing Co., 1947. 234 pp. \$2.00.

The former editor of the magazine *Calling All Girls* writes a warm and understanding book for teen-age girls, discussing their problems with a direct and common sense approach.

GIVE YOUR CHILD A CHANCE. Lenore Turner. The Georgian Press, Inc., 1948. 170 pp. \$1.50.

A first book for parents giving a practical, informal summary of modern thinking on the care of the pre-school child.

GROUP WORK WITH AMERICAN YOUTH: A Guide to the Practice of Leadership. Grace Longwell Coyle. Harper & Bros., 1948. 270 pp. \$3.50.

This helpful book, addressed to leaders of young people's leisure-time groups, shows how group members can be helped to grow to individual maturity and social responsibility.

HAPPY HOME, THE: A Guide to Family Living. Agnes Benedict and Adele Franklin. Appleton-Century-Crofts, 1948. 304 pp. \$2.75.

A fine contribution to democratic home living, in which the authors present a vivid picture of the way family life can be enriched through shared social and creative activities.

HEATHENS, THE: Primitive Man and His Religions. William Howells. Doubleday & Co., Inc., 1948. 306 pp. \$3.75.

An original interpretation of primitive religions, ancient and modern, and their function as meaningful ways of life. An absorbing book for those interested in the origin and meaning of the religious and spiritual life.

I LEARN FROM CHILDREN. Caroline Pratt. Simon & Schuster, 1948. 204 pp. \$2.75.

A dynamic story of one of the pioneer progressive schools, written by an educator with great understanding of how children's powers unfold as they are given the opportunity to learn and to create. As valuable for parents as for teachers.

INTERRACIAL PROGRAMS OF STUDENT Y.W.C.A.'s. Yolanda B. Wilkerson. The Woman's Press, 1948. 159 pp. \$2.00.

In order to build up an effective interracial program, mature young people utilize their organizations to come to grips with problems of prejudice and discrimination.

JUST AND DURABLE PARENTS. James Lee Ellenwood. Charles Scribner's Sons, 1948. 224 pp. \$2.50.

An informal, chatty meditation on family life by a man whose children are now grown but whose zest for living with them has not abated.

LET'S TELL THE TRUTH ABOUT SEX. Howard Whitman. Pellegrini & Cudaby, 1948. 242 pp. \$2.50.

The author integrates the views of many experts and suggests to parents a step by step plan for giving children not merely facts, but attitudes toward sex that will help them become well-rounded men and women.

LIFE WITH FAMILY: A Perspective on Parenthood. Jean Schick Grossman. Appleton-Century-Crofts, 1948. 231 pp. \$3.00.

A challenging, personal record of some of the ups and downs of bringing up a family while maintaining a professional career.

MENTAL HEALTH IN MODERN SOCIETY. Thomas A. C. Rennie, M.D. and Luther F. Woodward. N. Y. Commonwealth Fund, 1948. 424 pp. \$4.00.

This comprehensive book relates the increased knowledge and skills gained through psychiatric services for the armed forces, to the prevention and reduction of psychiatric problems in the community at large.

MODERN PATTERN FOR MARRIAGE. Walter R. Stokes, M.D. Rinehart & Co., 1948. 143 pp. \$2.25.

A straightforward approach to the problems of modern marriage, stressing the fact that a good sexual adjustment is as important to successful parenthood as it is to happy marriage.

MORE PERFECT UNION, THE. R. M. MacIver. The Macmillan Co., 1948. 311 pp. \$4.00.

The author presents a plan of action directed toward reducing the underlying causes of prejudice and setting up a program for the control of intergroup discrimination as the most important step in preserving our democracy.

MOTIVATION IN HEALTH EDUCATION. 1947 *Health Education Conference of the New York Academy of Medicine*, Columbia University Press, 1948. 51 pp. \$1.00.

A short collection of essays by specialists in medicine, psychiatry and anthropology dealing with the practical application of the knowledge of human behavior as a means of improving the health of the community.

PERSONALITY IN NATURE, SOCIETY AND CULTURE. Clyde Kluckhohn and Henry A. Murray, editors. Alfred A. Knopf, 1948. 561 pp. \$6.00.

A well-integrated presentation of material by leaders in the fields of psychology, psychiatry, anthropology and sociology, dealing with the development of human personality and the relation of the individual to his society.

PRACTICE OF GROUP THERAPY, THE. S. R. Slavson, editor. International Universities Press, 1947. 271 pp. \$5.00.

A collection of papers describing the application of various types of group therapy to emotionally disturbed, socially maladjusted and mental patients. For professional workers.

PSYCHIATRY: ITS EVOLUTION AND PRESENT STATUS. William C. Menninger, M.D. Cornell University Press, 1948. 138 pp. \$2.00.

This brief history of the growth and development of psychiatry shows how the new understanding of behavior helps individuals to better living and serves to improve group and community relations.

PSYCHIATRY IN A TROUBLED WORLD. William C. Menninger, M.D. The Macmillan Co., 1948. 636 pp. \$6.00.

An important survey of psychiatric knowledge gained during World War II, showing how the lessons of army psychiatry can be applied to civilian life.

PSYCHOSOCIAL DEVELOPMENT OF CHILDREN. Irene M. Josselyn, M.D. Family Service Association of America, 1948. 134 pp. \$1.75.

A revealing picture of the psychological development of children written from the psychoanalytic viewpoint. Outlines ways in which children can be helped to overcome the problems inherent in different stages of the growth process. A compact handbook for social workers, but also invaluable for parents.

PSYCHOSOCIAL MEDICINE: A Study of the Sick Society. James L. Halliday, M.D. W. W. Norton & Co., 1948. 278 pp. \$3.50.

An original interpretation of modern society in which the author uses the concepts of psychosomatic and psychosocial medicine to interpret social sickness, as a first step toward the prevention of social disintegration.

RESOLVING SOCIAL CONFLICTS: Selected Papers on Group Dynamics. *Kurt Lewin. Harper & Bros., 1948. 230 pp. \$3.50.*

An important source book of the contribution to the theory and methods of social psychology of the late Dr. Lewin. Includes a timely discussion of problems of minority groups in their broader social setting.

ROOTS OF PREJUDICE AGAINST THE NEGRO IN THE UNITED STATES. Naomi Friedman Goldstein. *Boston University Press, 1948. 213 pp. \$2.50.*

An important study of the origins of prejudice against the Negro, published posthumously with an introduction by Dr. Goodwin Watson.

RURAL COMMUNITY AND ITS SCHOOL, THE. *Lorene K. Fox. King's Crown Press, 1948. 233 pp. \$3.25.*

A scholarly study of Chautauqua County, New York, its land, homes, occupations, institutions and schools with a plan for the reorganization of its educational program. Of special interest to teachers.

SEXUAL BEHAVIOR IN THE HUMAN MALE. *Alfred C. Kinsey, Wardell B. Pomeroy and Clyde E. Martin. W. B. Saunders Co., 1948. 804 pp. \$6.50.*

The significant initial report of the findings of the extensive study of human sexual behavior, conducted at Indiana University. Presented as a statistical survey without interpretation, its implications are far-reaching.

Two volumes by groups of specialists that offer a wide range of commentary on the meaning of this report are:

ABOUT THE KINSEY REPORT: Observations by 11 Experts on "Sexual Behavior in the Human Male." *Donald Porter Geddes and Enid Curie, editors. New American Library (Signet Special Book), 1948. 168 pp. 25 cents.*

SEX HABITS OF AMERICAN MEN: A Symposium on the Kinsey Report. *Albert Deutsch, editor. Prentice-Hall, Inc., 1948. 244 pp. \$3.00.*

SOCIAL GROUP WORK: Principles and Practices. *Harleigh B. Trecker. The Woman's Press, 1948. 319 pp. \$3.50.*

A practical introduction to social group work which is of interest to leaders of groups of all kinds because of its understanding of the group work process.

SOCIETY AS THE PATIENT: Essays on Culture and Personality. *Lawrence K. Frank. Rutgers University Press, 1948. 395 pp. \$5.00.*

A collection of thirty of Dr. Frank's essays dealing with the problem of developing "a social order in which our basic democratic aspirations toward the recognition and conservation of human personality can be pursued."

SOCIOLOGY OF CHILD DEVELOPMENT, THE. *James H. S. Bossard. Harper & Bros., 1948. 790 pp. \$4.50.*

This exhaustive and valuable study stresses the normal social development of children in the group setting.

STUDIES IN PSYCHOSOMATIC MEDICINE. *Franz Alexander, M.D. and Thomas Morton French, M.D. Ronald Press, 1948. 568 pp. \$7.50.*

A collection of papers based on the psychoanalytic study of patients suffering from vegetative disturbances. Although designed for medical men and psychiatrists, an introductory section on general principles of psychosomatic medicine makes it of value also to the layman.

TROUBLES OF CHILDREN AND PARENTS. *Susan Isaacs. Methuen & Co., Ltd., London, 1948. 238 pp. 8/6 Net.*

A collection of letters from troubled parents answered with practical advice by the late Susan Isaacs, showing how little children can have difficulties and yet develop well, when parents understand their changing needs.

UNDERSTANDABLE PSYCHIATRY. *Leland E. Hinsie, M.D. The Macmillan Co., 1948. 359 pp. \$4.50.*

This book, addressed to physician and patient alike, is designed to increase public understanding of psychiatry, and presents in fairly simple style concepts of mental illness, its prevention and cure.

WE, THE PARENTS: Our Relationship to Our Children and to the World Today. *Sidonie M. Gruenberg. Harper & Bros. rev. ed. 1948. 309 pp. \$3.50.*

An informal yet penetrating discussion of the joys and problems of parenthood in our modern world.

WHAT IS PSYCHOANALYSIS? *Ernest Jones, M.D. International Universities Press, Inc., 1948. 126 pp. \$2.25.*

This classic small volume describes in condensed form the meaning and value of psychoanalysis and its contribution to the development of related fields.

YOU AND PSYCHIATRY. *William C. Menninger, M.D. and Munro Leaf. Charles Scribner's Sons, 1948. 175 pp. \$2.50.*

One of today's foremost psychiatrists collaborates with a well-known writer to describe in simple, readable style the structure and growth of the personality from infancy to psychological maturity.

YOU AND YOUR DOCTOR. *Benjamin Miller, M.D. Whittlesey House, 1948. 183 pp. \$2.75.*

A doctor with wide experience in medicine and public health discusses the problems of present-day medical practice. He presents as a solution a plan for group medical practice which would bring adequate medical care within the resources of the average family and give the overworked general practitioner the benefits of the findings of modern research.

YOUR PART IN YOUR CHILD'S EDUCATION: An Activity Program for Parents. *Bess B. Lane. Dutton & Co., 1948. 252 pp. \$2.50.*

A challenging handbook for parent groups, pointing the way toward more effective cooperation between parents, school and community in the education of children.

YOUTH IN DESPAIR. *Ralph S. Banay. Coward McCann, Inc., 1948. 239 pp. \$3.00.*

A brilliant attempt by the Director of Research on Social Deviations at Columbia University to awaken the public to the challenge of child delinquency. Stresses the need of a closer understanding of the dynamic interaction of personality with environmental conditions.

MORE READ-TO-ME STORIES

A companion volume to the immensely popular book READ-TO-ME STORIES. Prepared by the Children's Book Committee of Child Study Association. To be published shortly by Thomas Y. Crowell Company.

On the Air

TELEVISION'S PROGRAMS FOR CHILDREN

COWBOYS and Indians are now riding the airwaves directly into the living rooms of thousands of children. Each of television's networks offers at least one Western among its late afternoon programs. One or two of the programs are serialized—to be continued tomorrow. But most are complete half-hour stories. They vary in quality and intensity, and especially in the degree of violence that takes place, but all of them follow the traditional movie patterns of fast riding, gunplay, skulduggery and the hero to the rescue.

But happily television has also set some patterns of its own and there is a great deal of experimentation with new forms. The revival of puppets and marionettes as entertainment for children is one result. A wide variety, though not a great number, of programs are available for children of all ages, including the very young. Hours given are all Eastern Daylight Saving Time.

Howdy Doody (NBC-TV) 5:30-6. Monday through Friday.

A boyish and friendly marionette and a lively though wordless clown help Bob Smith entertain a studio full of children. He draws them into the program, too, and the whole has just that note of warmth and intimacy very young children love.

Kukla, Fran and Ollie (NBC-TV) 7-7:30. Monday through Friday.

An engaging and original bit of fantasy revolving about a winsome serpent, a kindly little man (both puppets) and a girl (real). This program, which applies the techniques of the old Punch and Judy show minus the violence, provides enchantment for adults and children alike.

Lucky Pup (CBS-TV) 6:30-6:45. Monday through Saturday.

A girl announcer supplies the thread for a continued puppet drama about a tricky magician and his feather-brained assistant. The program has quite a following but seems to this reviewer to lack the sprightliness and charm of *Kukla*.

Small Fry Club (Du Mont TV) 5:30-6. Monday through Friday.

"Big Brother" Bob Emory conducts a hodge-podge of movies, animated cartoons, and juvenile

participation in a "club" that drags in without rhyme or reason everything from a salute to the flag to a preachment and a prayer. One looks in vain for any sympathetic tie between the man and the children in the studio, who sing, loudly but without spirit, lyrics about the sponsored products. The whole seems to this reviewer synthetic, funless and tasteless.

Cartoon Teletales (ABC-TV) 6-6:30. Sunday.

Amusing animal stories are accompanied by cartoons swiftly and cleverly sketched as the tale unfolds. Viewers are then instructed in how to draw these cartoons and invited to send in their drawings to be shown on the screen next week.

Super Circus (ABC-TV) 5-6. Sunday.

Circus highlights, including stunts, acrobats, clowns and band music successfully recreate for television viewers the atmosphere and spirit of the circus.

Singing Lady (ABC-TV) 6:30-7. Sunday.

Irene Wicker, radio's beloved "Singing Lady," returns to delight television's new young audience with her nursery tales, half sung, half told, and now also dramatized with superb marionettes. Children in the studio join her in singing the familiar signature song. Enchanting entertainment for the young in heart of all ages.

Children's Sketch Book (NBC-TV) 5:30-6. Saturday.

Stories in verse or song accompanied by rapid sketching. Excellent background music enhances an ingenious and valuable program.

Dr. I. Magination (CBS-TV) 6:30-7. Sunday.

Paul Tripp and a cast of children and adults take imaginary trips to far countries and storied places. An elaborate and painstaking program which has good potentialities but in its first showing didn't quite come off.

Scrapbook (CBS-TV) 5:30-6. Sunday.

A medley of news notes and personal reports on children's activities, hobbies, illnesses and birthdays, together with animated cartoons, folk songs, and a "club" (write for a badge) in a poorly synthesized and rather dull program.

JOSETTE FRANK

Children's Book Award

EACH year the Children's Book Committee of the Child Study Association, of which Mrs. Hugh Grant Straus has been Chairman for over twenty years, makes an award to "a book for young people which faces with honesty and courage some of the real problems in their world." On March 7, at the luncheon session of the Annual Conference, the 1949 award was made to Pearl S. Buck for her book *The Big Wave*. This is the beautiful story of a Japanese boy who loses his family and his native village through a tidal wave, and how he lives through this tragedy to grow into a deeper sense of the meaning of life. The citation scroll, read to Mrs. Buck by Norman Cousins, editor of the *Saturday Review of Literature*, who was acting as chairman at the luncheon, read: "The 1949 Award of the Children's Book Committee of the Child Study Association of America to Pearl S. Buck for her book *The Big Wave*, which, with simple beauty, gives young people a strong, significant story of the triumph of life over the tides of death and destruction." *The Big Wave*,

which is uniquely illustrated by reproductions of famous Japanese prints, was published by the John Day Company. Mrs. Buck's speech of acceptance will be found on page 74.

Special citations were also given to three other books. *My Brother Mike*, by Doris Gates, published by the Viking Press, is an unusual story of how a "county boy" escapes with his pet puppy from the unhappiness of a foster home and finds his own father, with whom he forms a deep bond of understanding. *The Palomino Boy*, by Don and Betty Emblen, also published by Viking, is the tender story of a young Mexican boy in California who learns from his love of nature to understand and face his own problems at school as a child who is "different." *The Red Chair Waits*, by Alice Margaret Huggins, published by the Westminster Press, is an adroit young novel about the struggle of a modern Chinese girl against the bondage of ancient customs. It pictures the deep conflict between the old and the new, which throws into focus many similar problems of American youth.

LET THEM HAVE REALITY

(Continued from page 74)

books which is perhaps why so many of our American people want to learn through other media.

Our school programs do not connect life with children, or school with life, so that children too often think of school as an interruption. When one of my sons was in the first grade, I asked him: "How do you really like school, John?" He said: "I *would* like it if they weren't always trying to teach me something."

How can we get to our children through books, through any other means, the feeling that life itself is what can stir the imagination, not the Wild West, the dynamiting of bank vaults and the shooting of robbers, and all that they listen to when they glue themselves to the radio? How can we make them understand that the interesting thing in life, as they are living it, and as all of us are living it all around the earth, is life itself?

How can we interest our children in reality? This lack of connection with reality, this lack of interest in what is real, is what is doing us such damage today as adults. I do not believe that people are really

rooted in life until the so-called "news" of catastrophe or the abnormal is just on the periphery and their real attention is focussed and rooted in what happens every day.

Although I did use a theme of catastrophe in *The Big Wave*, this kind of catastrophe is almost an everyday occurrence there. The Japanese boy is brought up to realize that death from the volcano or from the great wave is something with which he has to live. I did not choose the big wave because it was a catastrophe but because that boy learned to live with death and to realize its place in his thinking.

I think the problem and the opportunity which face the parent and the teacher and all those interested in children is that of helping the child to find food for his mind and his spirit, as well as activity for his body, in reality, which is not monotonous. There is nothing monotonous about the daily round. The most exciting thing in the world is getting up in the morning, and the most comforting thing in the world is going to bed at night; and all that goes on between is that daily round, especially the daily round not of war but of peace which is so exciting and so profoundly satisfying.

PERMISSIVENESS IN THE EARLY YEARS

(Continued from page 82)

understand their own feelings about them. Where such professional guidance is not possible or cannot be accepted because of the neurotic personality of a parents, the problems become intensified.

The philosophy of permissiveness is often accepted intellectually because it is fashionable; but unless parents have the personalities to accept the principle emotionally as well as intellectually, its usage leads inevitably to many difficulties.

Mothers naturally may be somewhat apprehensive and ambivalent at each new phase of growth, as are their infants. This is particularly true where the baby is the first-born. But, in addition, when a mother tries to follow or is forced to follow a philosophy she does not understand, does not believe, or cannot accept, far greater confusion and unhappiness result. As such a parent goes through the motions of permissive care, she suffers intolerably, and her infant reacts with tension and somatic symptoms, usually of the gastro-intestinal tract or of the sleep mechanism.

Some women have the type of personality which is comfortable only when engaged in compulsive behavior, with scheduled work hours and scheduled infant care. Freud labeled this type of behavior a "housewife psychosis," because even though it was highly efficient, it ultimately made its patient pay a high toll in neurotic symptomatology.

Such a mother feels uneasy and may become totally incapable of continuing infant care if the self-regulatory approach is forced upon her. Only when a schedule is again provided does she become capable of taking over. For such a person one can only hope that the schedule will be of wide latitude, thus permitting a moderately permissive attitude which, although a compromise, will provide physiological gratification for the baby and psycho-therapeutic support for the mother. The time cards or day schedules of infant care furnished by the United States Children's Bureau serve admirably the person who needs a modified schedule to follow in doing her daily work in infant care.

Where permissiveness is practiced selectively or inconsistently, difficulty will follow. A mother may be able to permit the infant to choose the amount of food he will take, but not the kind—choice by quantity but not by quality. Then again, mothers often find themselves more tolerant of a child's self-selection in his eating behavior than in his toilet behavior; yet both are related areas of child development.

Still another element which makes for inconsistency

is the discordant attitude of the husband or other influential relative, when one parent is psychologically capable of adopting a permissive attitude, but the other parent is incapable. The disapproval is constantly manifest and creates confusion and despair.

Where a parent practices permissiveness to a point of indulgence, which is actually one of neglect, symptoms of a severe nature are bound to result. There is a kind of neurotic personality which readily grasps at permissiveness in child care because it permits the acting out of feelings of rejection in the guise of loving kindness and solicitous protectiveness. Actually this is a kind of overprotectiveness or indulgence to the point of physical or emotional neglect. There is the mother who slavishly sacrifices herself—that is, in her own words—in twenty-four-hour duty to her child, day after day and month after month, never permitting others to participate in his care. And there is the household run totally without planning, where mealtimes for adult members as well as children are any hour of the day or night, where the child seldom has an opportunity for experiencing the satisfaction of group living by sharing meals arranged and planned as regular gatherings of the family.

The attitude of parents exerts such profound influence on the good or bad results of permissive practices that one wonders if the successful examples of child rearing under the schedule-and-control philosophy of yesteryear may not have been due to the attitudes of the parents rather than to the system.

A group of mothers recently interviewed admitted rather guiltily that while they had reared their children by the scheduled practices then in vogue, they had not "stuck to the doctor's orders" but had used their own common sense instead. This made, in effect, a program of moderate control and permissiveness which the parents intuitively felt comfortable in exercising and which, in turn, the child accepted naturally and easily.

In summary, it seems likely that the ideal psychological climate for child rearing exists when parents are consistent in their management and are themselves reasonably well-adjusted individuals. This adjustment includes the capacity for loving and receiving love and of understanding and tolerating changes within the growth processes of their children and within the realm of parent-child relationships.

If these conditions exist, it would seem that almost any system, whatever its name, will be successful.

While control and permissiveness may each create undesirable effects, each serves as an important ingredient of the growth process and helps a growing

child to become self-disciplined. Each of these attitudes is useful in meeting a child's needs, but their value depends on proper usage and timing.

Long-term studies of growth and development have furnished us with information about some of the focal points in the life of the young infant and child, so that there is now greater understanding of their tolerance to control and to permissiveness. With this understanding and with greater awareness of themselves parents should be able to steer a straighter and happier course between the extremes of rigid control and limitless permissiveness.

CHARACTER BUILDING IN CHILDREN

(Continued from page 76)

interpret that beautiful stillness of children when vivid impressions are being organized into happy memories or creative responses. They misinterpret this stillness, thinking that nothing has registered, and so another stimulus must be forced onto the child's mind that they think is unoccupied or unimpressed because it is quiet.

In my opinion, the fact that so many creative men and women tell us that in their childhood they had much illness or loneliness or lots of time to swing on the gate is more significant than we realize. Illness and freedom from overstimulation give a child time to absorb his impressions, to integrate and organize them and finally to create from his whole being a response. Unless we give children time to organize their sensations and impressions—in short, time to react to their environment—we shall continue to see a profusion of moralists and rebels and all too few women and men of solid, steady virtue and stability.

"Virtue" in the Greek sense of that word means consistency of conduct with inner conviction. How can you expect a child to develop consistency of conduct with conviction if you so crowd him with stimuli that he never forms the habit of responding with his whole being to what he has felt?

No; under an unremitting pressure of stimuli, even if these stimuli be scheduled and well chosen, the child will either become rebellious in a deep and pervasive fashion, or else a hasty and superficial conformist, incapable of assimilating so many impressions or forming any original or selective opinions. He has not time to organize his responses. Without his own convictions, he will, as the only possible alternative, be forced to rely upon the conventions and mores of his time and place in society.

In exaggerating the importance of environment, which is the sum total of stimuli, we often forget to

allow time for the formation of character, which involves the organization and the expression of response to stimuli. By crowding the input, we spoil the output. By overloading our children with strong impressions in quick succession, we deprive them of originality and self-reliance. That is the great loss of putting such hectic emphasis on environment; because we falsely think that we can do nothing about heredity, we put the weight on environment. The best bridge players play their hands, even if they are poor hands, with skill and equanimity, and, when it is not bridge but life, with what I can only think of as rare and beautiful resignation and nobility.

If you find the distinction I have suggested between morality and virtue strange or incomprehensible, let me repeat that, whereas, following the current mores about us may be moral, conducting our lives consistent with our convictions is virtuous. Obviously, if we have no inner convictions, there is no chance to be virtuous. But that does not leave us with the alternative of total depravity. Fortunately, we can pattern our conduct on the mores of our day and generation and at least escape bewildered ostracism.

Indeed, it is possible that the great value of morals is that they provide a guideline for great numbers of people who, having no convictions, cannot be virtuous. Nonetheless, we might be wise in remembering that within these definitions it is possible to be moral without being virtuous or to be virtuous without being moral.

There is often some measure of loneliness and what is called maladjustment in being virtuous, along with its vivid interest and deep satisfaction. Indeed, if I had been following the mores of many people in the field of child study, I would not be making a case for the importance of heredity. But I cannot escape the conviction that in the face of all of the evidence of the importance of heredity in the plant and animal world, we have been paying ridiculously little attention to its role in human life.

A dependable knowledge of human heredity will require long and careful study to acquire. There are all sorts and conditions of men, "sorts" meaning diverse heredities, and "conditions" meaning diverse environments. We are now in an early stage where observing and recording the appearance and distribution of human traits in successive generations are appropriate, reasonable and useful forms of study. One-sided emphasis upon nothing but environment has evident disadvantages, not because environment is unimportant but because, like a hand without a thumb, it is incomplete for grasping realities.

The Editors' Mail

DEAR EDITORS:

The article "Nursery School Education," by Anna Freud, was to me the highlight of the Spring issue of *CHILD STUDY*. It was most helpful and interesting to me because the question of the advisability of nursery school education was asked at a recent discussion group meeting of our Parent-Teacher Association. The comments on that question were all completely positive or negative. I felt that the question of nursery school education could not be answered with a simple yes or no. The individual child, his family relationships, and what is expected from the school, all enter into the picture. Being only a parent, though chairman of the group, I wasn't able to back my beliefs with authoritative proof. The Spring issue of *CHILD STUDY* arrived the day of our last meeting, and after reading Anna Freud's article and realizing how it could prove to be helpful to the members of our group, I decided to bring it along with me. I read the complete article to them. All expressed the opinion that it was a most enlightening feature and that it cleared up many erroneous notions they had on the subject.

BERTHA ROTENBERG
PHILADELPHIA, PA.

Editors' Note: A copy of Mrs. Rotenberg's comment was sent to Dr. Anna Freud in London, who replied: "Thank you very much for the interesting letter. This is exactly the kind of reaction which an author likes."

DEAR EDITORS:

Anna Freud's thought-provoking article in the Spring issue of *CHILD STUDY* reminded me that during the few years I have been reading the journal, I have seen little evaluation of nursery schools and pre-school education, and in discussions of nursery schools I have seen little mention of the cooperative school. As an experienced elementary school teacher, with some undergraduate and graduate work in child development, I feel that our particular school is the very best that we could have chosen for our children, no matter what the cost.

I enclose an account of the Santa Monica Parents' Nursery School, written not as an expert in nursery education (which I am not) but as a parent.

OUR COOPERATIVE NURSERY SCHOOL

The cooperative nursery school seeks to bring home and school closer, rather than separate them. It has developed from a felt need of parents for nursery school experience for their children when established schools cost too much or are not available. Sometimes it grows out of a neighborhood play group, when mothers feel the need of guidance for themselves and their children.

However it starts, the cooperative school differs from other schools in that parents, rather than educators, run the school. The Santa Monica Parents' Nursery School was started in 1943, meeting first in the home of one of its members. It moved into an old house after a short period. The fathers and mothers of the group repaired and painted the house, built or provided all equipment, and administered the school with the assistance of the director of parent education for the city schools. It is affiliated with the newly formed California Council of Cooperative Nursery Schools.

The school has two major functions: to provide nursery school experience for the children and to increase in their parents an understanding of children. The mothers in the group assist in teaching one day a week and participate in a program of parent education. The fathers carry on the work of building and maintaining equipment and have a voice in determining policy.

The school is incorporated, with a board of directors consisting of six couples—mothers and fathers. The director, assistant director, and caretaker are paid from tuition fees. The director administers the school and guides the mothers in their activities. The assistant director devotes her attention to the two-year-olds and new children and meets with new mothers in a series of orientation meetings. All the members have a part in determining policy, attending monthly general meetings held in homes. Once a month the mothers meet with the director for a discussion of teaching procedure and general problems of child development. Most of the mothers, at one time or another, help in planning social affairs, or take routine responsibilities such as purchasing, keeping records, or mending toys.

The parent education program consists of attendance at classes in child development provided by the city schools, or participation in seminars led by our

directors, or both. We feel that the most effective method of parent education, however, is the experience of the mothers in observing and guiding the children, clarified and interpreted by the directors in conference and meetings.

Procedure in the school follows generally accepted patterns. Our school meets for two and one-half hours five mornings a week, making the usual provisions for a variety of activities and experiences. As little emphasis as possible is placed on such routines as toileting and handwashing, in the belief that training in these matters belongs in the home and need not be part of a short nursery school period unless the home is inadequate. The method of handling the children is neither permissive nor dictatorial. Mothers are encouraged to use their initiative and abilities and special talents, with the result that although the school lacks set routine, it has a rich flexibility.

The cooperative nursery school is a family school. Home and school are working together toward the same aims. Here are parents who have neither relinquished their functions nor been thrust aside. The school is not the child's school; it is the family's school. The child's mother is one of his teachers; the other teachers are the mothers of his friends. His father and the fathers of his friends are the ones who painted his tree-house, built his paint shelters, and made his blocks. Since the school is also a social group, the child often meets his schoolmates and their parents in his home or theirs. All the families meet occasionally at the school for a few hours, when fathers are encouraged to paint and roll clay and watch the children.

Our nursery school, then, is not a substitute for family life, or for any of the functions of the family. It is rather a supplement to family life still within the control of the family.

Such a school has, of course, a number of disadvantages. Some of the mothers find it very difficult to master the techniques of handling children in groups, and not all of them can accept all of the children. Each mother, however, has some contribution to make to the group, and many are real artists in handling children. The fact that the teaching personnel is different each day slows down the adjustment of some children to the school. This difficulty is somewhat obviated by the presence of the assistant director through whom all new children make their adjustment, and to whom they may return when they are troubled. Another problem is that some of the children find it very hard to share their mothers

(Continued on page 95)

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News and Notes

Public Affairs Pamphlets

Guidance in regard to the comics reading, radio listening and movie going of children is given to parents in a new pamphlet, "Comics, Radio, Movies—and Children," by Josette Frank, published by the Public Affairs Committee, Inc., 22 East 38th Street, New York 16, N. Y. The pamphlet sells for twenty cents. Parents are urged to get to know what their children are reading, seeing, hearing—to listen with them to their preferred program, to read their favorite comics, and to discuss them together.

Miss Frank advises parents to respect their children's rights and feelings: not to throw away their comics, not to shut off their favorite radio programs needlessly or drag them out of the movies in the middle. Instead, she suggests that they watch their children's reactions to exciting programs or movies, and help them select those which are suitable, and budget the time they spend on these things.

"A child too preoccupied with crime or horror," the pamphlet declares, "is showing us plainly that he needs help. Excessive comics reading, too, may be a symptom of disturbance."

Finally, the pamphlet suggests that parents see that their children have plenty of enjoyable things to do, places to go, varied experiences, and real adventures, so that radio listening or movie going does not absorb them to the exclusion of other interests and activities.

"Blood's Magic for All," by Alton Blakeslee, explains in detail the widely discussed RH factor in marriage, pointing out the reassuring factors as well as the dangerous aspects in this complex and often-misunderstood subject.

To meet the vast new peacetime as well as possible emergency needs for blood, the Red Cross now has under way a new program to make the healing qualities of blood quickly available in all parts of the United States. "By coordination of all banks—those in the Red Cross program, private blood banks, and hospital banks—the entire country will be protected against local, regional or national disasters," the pamphlet points out. "There will be blood supply centers across the nation, bringing whole blood and blood medicines to the sick and the injured in any locality."

"Blood's Magic for All" is Public Affairs Pamphlet #145 and costs 20 cents.

Polio Precautions

Warning that the 1949 polio season is "just around the corner," the National Foundation for Infantile Paralysis has issued a list of precautionary measures to be observed by those in charge of children during the epidemic danger period which usually runs from May through October, reaching its peak during the hot, midsummer months. The five easy-to-follow health rules for children are:

1. Avoid crowds and places where close contact with other persons is likely.
2. Avoid overfatigue caused by too active play or exercise, or irregular hours.
3. Avoid swimming in polluted water. Use only beaches or public pools declared safe by local health authorities.
4. Avoid sudden chilling. Remove wet shoes and clothing at once and keep extra blankets and heavier clothing handy for sudden weather changes.
5. Observe the golden rule of personal cleanliness. Keep food tightly covered and safe from flies or other insects. Garbage should be tightly covered and, if other disposal facilities are lacking, it should be buried or burned.

The National Foundation also listed the following symptoms of infantile paralysis: headache, nausea or upset stomach, muscle soreness or stiffness, and unexplained fever. Should polio strike in your family, call a doctor immediately. Early diagnosis and prompt treatment by qualified medical personnel often prevent serious crippling, the National Foundation pointed out.

The organization emphasized that fear and anxiety should be held to a minimum. A calm, confident attitude is conducive to health and recovery. Parents, it said, should remember that of all those stricken, 50 per cent or more recover completely, while another 25 per cent are left with only slight after effects.

If polio is actually diagnosed, contact the chapter of the National Foundation for Infantile Paralysis serving your community. The chapter will pay that part of the cost of care and treatment which patient or family cannot meet.

Swiss Edition

"Lies Mir Vor—das Kinderbuch" is the title of an attractive Swiss edition of the Child Study Association's "Read-to-Me Storybook" published in German translation by Zimmermann & Cie in

Bern. This anthology of stories for very young children, published in this country by Thomas Y. Crowell Co. and now in its fourth printing, is thus available to German speaking children in Europe. Thirteen of the stories in the original collection and some of Lois Lenski's illustrations are included in this attractive small edition with an enchanting linen cover.

Annual Book List

The annual list of "Books of the Year for Children—1948" selected by the Children's Book Committee of the Child Study Association, is now available. This listing of over 300 titles covers a wide range of ages, tastes and interests. It is arranged in age groupings and annotated to facilitate choice.

Parents' Magazine Selections

Of the books published in 1948, the editors of *Parents' Magazine* have chosen nine as being most useful to parents, according to a recent announcement. Selections were made

in cooperation with the Bibliography Committee of the Child Study Association of America. Among the books that were selected are *The Happy Home*, by Agnes Benedict and Adele Franklin (Appleton-Century-Crofts); and *Life with Family*, by Jean Schick Grossman (Appleton-Century-Crofts) on family relations. In the field of sex and marriage, *Let's Tell the Truth About Sex*, by Howard Whitman (Pellegrini and Cudahy); *Ethics in Sex Conduct*, by Clarence Leuba (Association Press); and *Modern Pattern for Marriage*, by Walter R. Stokes, LL.B., M.D. (Rinehart) were chosen. Two books on home-school relations were included: *Your Part in Your Child's Education*, by Bess B. Lane (Dutton); and *I Learn from Children: An Adventure in Progressive Education*, by Caroline Pratt (Simon and Schuster). The committee also chose two books in mental hygiene: *Psychiatry: Its Evolution and Present Status*, by William C. Menninger, M.D. (Cornell University Press); and *You and Psychiatry*, by William C. Menninger, M.D., and Munro Leaf (Scribner's).

Children's World

At the exposition on "Our Children's World '49" held at Grand Central Palace in New York in May, a full day was given over to the Child

Study Association. Association members and staff participated in the several discussions and group meetings. Anna W. M. Wolf of the Family Counseling Service led a group discussion of the film on the needs of the young child, "Know Your Baby." Aline

B. Auerbach, also of the Family Counseling Service and Dr. Benjamin C. Gruenberg evaluated the film "Human Growth" and led a discussion of it. Josette Frank, educational associate, presided over a panel of junior high school boys and girls who analyzed the comics and radio and television programs and their effect on children. Members of the Board of Directors of the Association and the entire staff participated in a panel discussion on "Growing Up Through Freedom and Control." In addition to the various stimulating sessions, Association members presided over a booth where the many publications of the Association were exhibited along with numerous books recommended for parents, children and young people.

Advancing Frontiers

In recognition of the Gold Rush Centennial and of the advances being made in new areas of family living, the American Home Economics Association has chosen "Advancing the Frontiers of Home Economics" as the theme of its fortieth anniversary meeting to be held in San Francisco, June 28-July 1. During the four-day program, guest speakers and association leaders will mark out frontiers and report on recent progress in many fields, including housing, the family, international relationships, food research and textile developments.

Guidance Conference

"Guidance" will be the theme of the annual Leadership Training Conference, sponsored jointly by the Florida State Department of Education and the Florida State University, to be held at the university in Tallahassee, July 25-August 12. Approximately 500 supervisors, principals, teachers and librarians are expected to attend the conference lectures, demonstrations, exhibits, discussion and laboratory periods.

Educating Young Consumers

Effective Shopping, prepared by the Consumer Education Study of the National Association of Secondary-School Principals, a department of the National Education Association, is the latest unit in the consumer education series prepared for use in secondary schools. A practical guide to good everyday habits of shopping, the new unit is intended to help young people become more intelligent, more effective and more conscientious consumers in the economic system in which they live.

Effective Shopping may be obtained from the Consumer Education Study, 1201 Sixteenth Street, N.W., Washington 6, D.C., for 35 cents.

*National
Congress of
Parents
and Teachers*

The annual convention of the National Congress of Parents and Teachers was held in St. Louis, Mo., from May 16 to 18, having as its theme "Home, School and the Child March Forward."

It was announced that the Congress has established a plan in which the country is divided into five regions, with a parent education consultant in charge of each. These consultants are Ernest G. Osborne, Professor of Education, Teachers College, Columbia University for the Northeast, chairman; Ralph G. Eckert, Consultant in Parent Education, Bureau of Adult Education, California State Department of Education for the Southwest; Ethel Kawin, Lecturer in Education, University of Chicago, and Consultant in Child Development for the Illinois Association for Supervision and Curriculum Development for the Middle West; Mildred I. Morgan, Coordinator, Family Life Education Council, Asheville City Schools, North Carolina for the South; and Katherine H. Read, School of Home Economics, Oregon State College, Corvallis, Oregon, for the Northwest. The consultants were introduced to the 1,600 delegates.

It is felt that the appointment of these consultants is a great step toward integrating the activities of the tremendous membership—almost six million—of the National Congress, and professional educators working in this field.

As chairman of the National Committee for Parent Education, Mrs. Sidonie M. Gruenberg addressed this general session on the "Perennial Concerns of Parents," presenting an over-all picture of the present-day family, its specific problems and challenges.

With Ralph H. Ojemann, National Chairman of Parent Education for the Congress, as leader, the aforementioned consultants formed a panel and discussed Mrs. Gruenberg's address with a view to organizing parent education in the various regions to support the family and to serve it.

The National Congress of Parents and Teachers has asked the Child Study Association to conduct one of its study group departments in the official publication, the *National Parent Teacher*, for the coming year. Eight articles on adolescence in the series dealing with "Growing Up in the U.S.A. Today" will be prepared under the direction of Mrs. Gruenberg. A study outline to accompany each article in the series will be written by the staff of the Child Study Association.

National Committee for Parent Education

FOLLOWING the annual conference of the Child Study Association at the Hotel Roosevelt in March of this year, a One-Day meeting was held by the National Committee for Parent Education. After a general introductory meeting four workshops were held for professional workers. About two hundred attended from national organizations, state and private universities, and many other agencies whose programs are concerned with child welfare and mental health. Approximately eighteen states were represented and there were visitors as well from Canada and Denmark.

The Conference was opened with a session which discussed "Recent Trends in Parent Education." The participants were Lawrence K. Frank, Director of the Caroline Zachry Institute of Human Development; Sidonie Matsner Gruenberg, Director of the Child Study Association of America and Chairman of the National Committee for Parent Education; and Luther E. Woodward, Field Director of the Division of Rehabilitation, National Committee for Mental Hygiene.

After this general meeting the group broke up into four workshops, each with its own leader, assisted by a panel of resource specialists, as follows:

Workshop A—CHANGING CONTENT OF PARENT EDUCATION—Marion J. Fitzsimon, School Consultant, Caroline Zachry Institute of Human Development, New York, leader.

Workshop B—TYPES OF GROUP ACTIVITY AND THEIR SIGNIFICANCE—leader, Aline B. Auerbach, Family Counseling Service, Child Study Association of America, New York.

Workshop C—LEADERSHIP AND COMMUNITY ORGANIZATION—leaders, Ernest G. Osborne, Professor of Education, Columbia University, and Myra D. Woodruff, Supervisor, Bureau of Child Development and Parent Education, State Education Department, Albany, N. Y.

Workshop D—USE OF MASS MEDIA—leader, Anne Kuhn, Consultant in Parent Education and Child Development, Board of Education, Rochester, N. Y.

The conference was closed by a summary meeting with an address by Mark A. McCloskey, Director of Community Education, Board of Education of the City of New York.

THE EDITORS' MAIL

(Continued from page 91)

with other children. For some, the days their mothers assist are days of insecurity, although they may be perfectly happy on the days their mothers are absent.

Editors' Note: Some cooperative schools solve this by always having a mother in a group other than her own child's.

Those of us in the school, however, feel that the advantages far outweigh the disadvantages. We feel that the cooperative nursery school meets the needs of normal children and parents. In addition, most of us could not afford the cost of a nursery school where all the teachers are paid. By pooling our resources, however, we are able to provide the materials we need and pay the salaries of an exceptionally well-trained and competent director and a gifted assistant.

A cooperative school is not, of course, for everyone. Only parents eager to cooperate and willing to learn can be accepted to membership. It is not a school for seriously disturbed children or parents. Neither is it a school for children of broken homes or of working mothers. But for the woman who has elected to stay at home while her children are young, such a school offers a partial solution for the conflicts she may feel. It gives her an opportunity to get out of her home without shirking her responsibilities, and allows time free of her children to carry on activities of her own. It provides, also, a social group of women with a great deal in common, and it gives her an opportunity to grow and learn at a time when, if she is a professional woman, she may chafe at her unintellectual life. For fathers it provides an opportunity to join together in manual work directed toward a common end, and to participate in the education of their children. In our urban societies we need such opportunities.

A school such as ours must be distinguished from schools run by public school systems as part of parent education programs. Some school systems have nursery schools where mothers serve as assistants under the direction of teachers provided by the schools. Mother-participation in such schools is regarded as a form of education for the mother, and she may be given little opportunity to influence methods or use her own initiative and talents.

No cooperative school can be stronger than its parent education program nor more effective than its director. Not every nursery school teacher could possibly administer such a school, which must be guided rather than directed. The professional teacher in a

(Continued on page 96)

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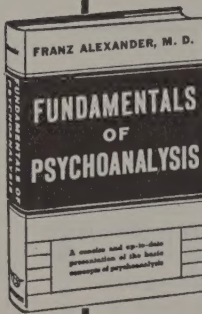
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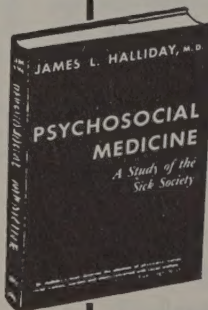


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(Continued from page 95)

cooperative school must be a skilled teacher with insight into child nature, a parent educator, with understanding of the problems of parents, and an administrator who suggests rather than dictates. It is our conviction, based on our experience, that those who work to foster the welfare of little children would do well to train such teachers and to encourage the establishment of cooperative nursery schools.

MARY VAN BUSKIRK MOORE,
SANTA MONICA, CALIF.

Editor's Note: We would welcome comment from other readers on their experiences, successful or unsuccessful, with cooperative nursery schools.

We Invite Your Comment

The editors of CHILD STUDY need your comments upon the contents of our magazine. For the most helpful answer received to the following questions, we will send free a copy of "We the Parents," by Sidonie M. Gruenberg. Write briefly and explain the reasons for your preferences. Letters must be mailed by September 15, 1949.

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